

PLAN FOR SUCCESS AND JOB SATISFACTION

A Supported Employment Model



Co-funded by
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TABLE OF CONTENTS

PRESENTATION.....	1
1. INTRODUCTION TO THE SUPPORTED EMPLOYMENT METHODOLOGY.....	2
1.2 Stages in the Supported Employment Methodology	3
1.2.1 Client Engagement.....	3
1.2.2 Vocational Profiling	3
1.2.3 Job Searching	4
▪ 1.2.4 Working with Employers	5
1.2.5 Support Within and Outside the Workplace	5
2. THE PROFILE OF THE JOB COACH.....	6
2.1 Roles of the Job Coach in Supported Employment and Customized Employment	6
3. GRADUAL SUPPORT REDUCTION MODEL.....	7
4. METHODOLOGICAL PRINCIPLES OF PROMOTERS PROJECT.....	7
5. JOB INSERTION PHASES PROMOTERS PROJECT	8
5.1 Business Prospecting and Agreement with Companies	8
5.2 Identifying Needs and Anticipating Potential Obstacles	10
5.3 Company Awareness.....	10
5.4 Development and Consensus on the Individualized Inclusion Plan.....	11
5.5 Accompaniment, Guidance, and Support in the Workplace	11
5.6 Working with management	11
5.7 Job Coach Interventions with Staff and Natural Supports	11
5.8 Support for Employees with Disabilities.....	12
5.9 Evolution and Completion of the Integration Plan through Supported Employment (SE).....	13
6. TRAINING AND GUIDANCE ACTIVITIES FOR HIRED EMPLOYEES	13
7. STRATEGIES FOR ATTRACTING AND RETAINING PARTNER COMPANIES.....	14

7.1	Business Outreach Strategies	15
8.	COORDINATION SYSTEM WITH COMPANIES, MONITORING AND EVALUATION TOOLS.....	17
9.	TRACKING SHEETS FOR JOB PLACEMENT ITINERARIES FOR PEOPLE WITH DISABILITIES THROUGH SUPPORTED EMPLOYMENT	22
10.	NEW TECHNOLOGIES AND THEIR APPLICATION TO THE SUPPORTED EMPLOYMENT METHODOLOGY	32
10.1	Technologies for Continuous Training and Knowledge Acquisition:	32
10.2	Technologies for Job Searching	33
10.3	Technology Implementing Artificial Intelligence	34
11.	REFERENCES	36
12.	ANNEX. TRAINING SESSIONS SHEETS.....	38

PRESENTATION

This manual, *Plan for Success and Job Satisfaction (A Proven Supported Employment Model)*, originates from the "Promoters" project, carried out in the cities of Pistoia (Italy) and Rivas Vaciamadrid (Spain), led by the associations Confluye (Spain) and ARCI (Italy), during the period from December 2023 to May 2025. It brings together the insights gained over 18 months of research and practical action, and outlines our updated proposal for supported employment.

In Europe, the roots of this methodology—aimed at promoting the labour inclusion of vulnerable individuals—date back to the 1980s. However, it now requires adaptation to the present context and the evolving dynamics of the labour market.

As the authors of this manual, we believe that supported employment is a valuable tool to facilitate access to the workforce for people with disabilities, as well as other groups facing significant barriers to employment, such as individuals experiencing homelessness or those with mental health diagnoses. Through meaningful integration into the workforce, these individuals can exercise new rights and be empowered to play a more active role in our society.

Nevertheless, we are struck by the fact that supported employment has yet to take root in several European countries. For example, countries like Italy, the Netherlands, and Austria still lack projects that implement this methodology of labour inclusion. Moreover, in many other countries within the European Union—despite being members of the European Union of Supported Employment (EUSE)—the methodology remains in its infancy. Only a small proportion of European organisations working with adults of working age with disabilities currently implement concrete strategies for inclusion in the open labour market.

With this version of the model, which we have termed the *Plan for Success and Job Satisfaction*, we aim to contribute to the modernization of the supported employment methodology and promote its broader adoption across European countries, with the ultimate goal of reducing unemployment among people with disabilities.

1. INTRODUCTION TO THE SUPPORTED EMPLOYMENT METHODOLOGY

Supported Employment (SE) is an employment modality aimed at facilitating the labor market inclusion of persons with disabilities in a standardized work environment. It provides the necessary support, both within and outside the workplace, to ensure the full integration of the worker into the job position, among colleagues, and within the company.

SE must begin with a preliminary process of career guidance, leading to a detailed understanding not only of the candidate's abilities and competencies but also of their interests and preferences. This is a dynamic methodology, as it involves constantly interrelated and evolving factors, such as labor market supply, the socio-economic context, and psychosocial and family-related factors.¹

The role of the job coach is one of the primary tools for implementing SE actions. The job coach provides the necessary support to help the worker with disabilities adapt to the job position, from preparing them to develop the required skills and tasks to offering ongoing monitoring and assistance in the workplace. However, as established in the SE methodology, professional support should be time-limited and vary in intensity depending on the individual's potential and the availability of other external and natural support systems that facilitate proper job adaptation. The methodology aims to minimize the intervention of the job coach, involving this figure only when their assistance is required.

In many companies, the role of the workplace mentor or job coach has already been integrated into human resources departments. Their functions closely mirror those of a supported employment specialist: motivating staff, guiding new employees as they adapt to the company, streamlining processes and task organisation, implementing strategies and initiatives to enhance job satisfaction within teams, and fostering a positive work environment. This role must be tailored to the needs of each employee, and in this regard, the job coach who supports the inclusion of people with disabilities in the workplace can be seen as an evolution—or a specialised branch—of corporate coaching.

Every process must be unique and individually tailored. The goal of supported employment, as with business coaching, is for each intervention to lead to improvements in performance and efficiency, as well as greater job satisfaction for both the employee and the company. For many individuals with disabilities who receive support from a job coach, the term "Supported Employment" does not accurately capture their personal employment journey. The phrase "with support" may imply a lack of autonomy in the role or a constant need for assistance. It also fails to reflect the fact that over time, the guidance and training provided by job coaches are gradually phased out. In many cases, what we refer to as support is better described as accompaniment—an act of coaching where the job coach functions as a peer, rather than an aide, and actively engages both colleagues and the employee with a disability in mutual support, as would occur in any organisation that values collaborative, team-based work.

¹ Molina Jover, I. (Coord.). (2016). *Empleo con Apoyo: Modelo de Intervención Down España*. Down España. Recuperado de: <https://www.sindromedown.org/down-espana-repasa-los-fundamentos-del-empleo-con-apoyo/>

For this reason, we prefer to refer to what is commonly known as the “Supported Employment methodology” as a *Plan for Success and Job Satisfaction*. We also believe that each person should be able to name and define their own personalised plan for workplace adaptation and inclusion, as every worker deserves individualised attention.

The term *Plan for Success and Job Satisfaction* places emphasis on enhancing personal resources in order to achieve meaningful and rewarding professional performance. By contrast, the term *Supported Employment*, which is the official designation used in academic, technical, and legislative contexts, centres on the idea of support—a component that is neither the focus of the process nor intended to remain once the ultimate goal of full inclusion in the workplace has been achieved.

Throughout this manual, when we refer to the term *Supported Employment* (SE), as it is scientifically recognised, we are in fact referring to the process of guided support aimed at achieving success in employment and satisfaction in one’s role. Professional experience shows us that this approach—framed around success and satisfaction—is far more positively received and better accepted by people with disabilities working in mainstream companies with the support of job coaches.

1.2 Stages in the Supported Employment Methodology

The *European Union Diversity Toolkit for Supported Employment* identifies five stages in the SE methodology: (1) client engagement; (2) vocational profiling; (3) job searching; (4) employer engagement; and (5) support within and outside the workplace. Below are the key concepts considered relevant for the purposes of this manual.

1.2.1 Client Engagement

In this process, mutual understanding between the job seeker and the entity applying the SE methodology is essential. To achieve this, fundamental principles must be upheld, including respect, self-determination, informed choice, empowerment, confidentiality, flexibility, accessibility, and individuality.

It is important to communicate the *zero rejection* principle of the SE methodology: anyone who wishes to work can do so, provided they receive an adequate level of support. The traditional requirement to be “*job-ready*” has led many individuals with diverse abilities to spend their entire lives in training without entering the workforce. SE advocates for placing individuals in a job first—providing on-the-job training—supporting their retention and career advancement.

Client engagement also means ensuring that all information provided is clear, precise, and available in accessible formats. Face-to-face communication is recommended, along with meetings involving other stakeholders suggested by the client (such as family members, healthcare professionals, and career counselors). This commitment should be sustained over time.

1.2.2 Vocational Profiling

Vocational profiling is a tool used to assist job seekers in making informed choices regarding their career preferences and to develop a training strategy both inside and outside the workplace. This stage has two main objectives:

1. Ensuring that the job seeker’s career choices are realistic and well-founded.

2. Achieving a *job match*, meaning the best possible alignment between the job seeker's skills and support needs with the job requirements and employer expectations.

The vocational profile helps individuals develop self-awareness and recognize opportunities and obstacles within the labor market. This stage is one of the most critical factors for achieving sustainable labor market integration. Experience has shown that immediate solutions that do not fully involve the service user in their own plan often result in poor job matches and unsatisfactory employment outcomes.

As part of this process, the possibility of an internship may be considered, but it should not be seen as an end in itself, rather as a means of developing skills and employment opportunities. The objectives and duration of any internship must be clearly defined.

The vocational profile is a dynamic and flexible individual plan that contains detailed information about the job seeker's skills, motivation, and knowledge. It must also clearly define the support and resources required to meet the individual's needs.

1.2.3 Job Searching

The aim of this stage is to conduct labor market research to identify suitable job positions across different sectors for candidates in the employment pool. The job search process is continuously carried out by the designated professional.

This process must always be guided by key principles such as proximity, legality, compliance with safety and hygiene regulations, and adherence to wage agreements. Contact with employers—particularly HR managers or company directors—is conducted by the job developer and/or job coach through phone calls, scheduled visits, and introduction letters.

Once a potential employer interested in a joint employment initiative is identified, an interview is requested with the HR manager. During this meeting, the job developer or job coach explains the SE service. It is recommended not to disclose details about the candidate at this stage until the employer's level of commitment has been assessed. If the employer expresses interest in participating in the inclusion project, a follow-up visit is arranged to collect all necessary information for selecting and adapting the most suitable candidate for the position.

The job analysis and assessment aim to determine the tasks the future employee will perform and the skills required for the role. This process includes identifying and defining the job position, outlining the essential requirements, assessing the necessary prior knowledge, and evaluating potential occupational risks and illnesses. At this stage, a selection process is conducted to identify the most suitable candidate.

It is important to note that, in some cases, there may not be a specific job opening available when an individual enters the employment pool. If a candidate expresses interest in SE services before a suitable job offer is available, a personalized job search will be conducted based on their characteristics, skills, knowledge, and interests.

Before the candidate starts working, an informational meeting will be held, potentially including family members. During this meeting, the professional will provide details about the company and the job role for which the candidate has been selected.

Based on the candidate's profile and the job characteristics, an external support plan will be established, with a strategy for the gradual reduction of assistance. The job coach will play a key role in fostering the candidate's

interaction with their workplace environment, particularly with colleagues who work directly with them. This helps promote the development of natural workplace support, which will progressively replace the job coach's intervention.

2. To ensure a successful job match, it is crucial to gather extensive and detailed information about the local labor market, understand businesses and their leadership. Another key factor for success is ensuring that the job seeker actively participates in their own job search and career preference identification.

- **1.2.4 Working with Employers**

Data indicate that SE providers dedicate significant time to identifying job seekers' needs. However, there is limited evidence showing equal effort in understanding employers' needs, despite the fact that employers hold decision-making power in hiring and selection processes. It is also essential for service providers and job seekers to understand current labor market needs and anticipate future trends.

While the primary goal is to find employment and identify suitable job opportunities, employers may also require training on disability-related topics, awareness of government support programs and funding, and guidance on addressing workplace health, safety, and disability-related issues. In some cases, employers seek assistance in developing best practices or implementing inclusive employment policies for candidates and employees with disabilities. Through SE services, employers can demonstrate their commitment to Corporate Social Responsibility (CSR).

The SE provider must establish a relationship of mutual trust and respect with the employer. When working with businesses, it is important to recognize that their primary objective is profitability. Demonstrating that this goal can be achieved while incorporating employees with disabilities is essential.

1.2.5 Support Within and Outside the Workplace

Effective support within and outside the workplace is the core element of SE, distinguishing it from other job placement services.

This stage emerged from recognizing that the traditional "train first, then place" model contributed little to the integration of individuals with intellectual disabilities into the mainstream labor market. The shift toward a "*place first, then train and maintain*" approach created space for job coaches to provide support and training within ordinary companies.

This support must consider the company's culture and the possibility of developing natural workplace support among colleagues. Therefore, support should be tailored to the individual needs of the employee, colleagues, and employer. SE promotes peer support, encouraging colleagues to teach and assist the new employee as much as possible. It also helps businesses adapt their procedures to accommodate employees with disabilities while ensuring that employees can fulfill their professional roles and reach their potential.

A major challenge for SE programs is funding duration. Financial resources allocated to support services are often limited. While it is true that more support is needed when an employee starts a new job, and SE aims to systematically reduce assistance, continued support should be available whenever the employee or employer requires it.

Another limitation is that workplace support is often restricted to crisis interventions, meaning that training or professional development opportunities are not always adequately addressed.

The SE service must work with both the employee and employer to determine preferred training and learning methods, necessary adaptations, and support strategies that meet individual needs while aligning with the company's culture. Colleagues and employers should be active participants in the process and, if necessary, receive guidance to ensure the successful integration of the new employee.

2. THE PROFILE OF THE JOB COACH

Any intervention process is influenced not only by the person with a disability but also by the role of the job coach, who plays a key part in guiding actions that promote the inclusion of individuals seeking employment. The job coach serves as a resource that fosters the self-determination of the service user and, as such, must allow the individual to take an active role in their own process. In this regard, one of the fundamental principles of SE is the implementation of a personalized pathway, which is based on Person-Centered Planning (PCP). In this approach, the person with a disability is the cornerstone of their own life plan.²

PCP is an ongoing collaborative process in which individuals connected to the person with a disability commit to supporting them in developing their life project, taking into account their preferences and values. This methodology aims to empower individuals by providing them with experiences that enhance their presence and participation in the community, enable them to establish and maintain meaningful social relationships, engage in socially valued activities, and develop personal competencies.

In the workplace, insertion pathways should emphasize that the SE service user is at the center of the process, focusing on their abilities and assessing the support they require.

2.1 Roles of the Job Coach in Supported Employment and Customized Employment

The responsibilities of this professional include:

- a) Designing individual employment integration programs and workplace adaptation plans.
- b) Supporting, accompanying, advising, and guiding the person with a disability throughout their integration process within the company.
- c) Providing guidance on social skills development and workplace relationship management to ensure satisfactory participation in the work environment.
- d) Promoting mutual support among the person with a disability, the employer, and other employees, fostering natural supports from colleagues.
- e) Training and coaching in the tasks and responsibilities of the job position.
- f) Evaluating and monitoring the integration process to identify needs and prevent potential difficulties that may jeopardize the success of employment integration.

² Mercado García, E., Roldán, E., & Rivera, J. M. (2017). *El perfil de los preparadores laborales en el empleo con apoyo. Siglo Cero*, 47(3), 69–88. <https://doi.org/10.14201/scero20164736988>

g) Providing training, information, awareness-raising, and guidance to the company regarding the workplace adaptation process and the needs of employees with disabilities, engaging key personnel in achieving successful employment integration.

h) Supporting the company in additional activities related to coaching, corporate social responsibility, and improving workplace climate, which benefit both the company and the Supported Employment program.

3. GRADUAL SUPPORT REDUCTION MODEL

We advocate for the gradual support reduction model as a means to achieve full workplace autonomy. In the initial phase of employment integration, job coaches train and guide individuals with disabilities, company management teams, and colleagues. Their presence serves as an extra source of motivation, support, and real preparation for the job, particularly for individuals facing challenges in learning tasks and processes.

However, job coach support must gradually decrease as workplace autonomy is achieved, preventing dependence between the job coach and the person receiving support. This reduction should be perceived as a personal achievement by program participants as they gain confidence in managing their job independently.

The support reduction process is agreed upon based on improvements in competencies and progress in meeting objectives within the personalized integration plan. Nonetheless, the job coach remains a reference figure to turn to in cases of changes in workplace relationships, job tasks, personal circumstances, or emerging needs of the employee with a disability.

Once the integration objectives are met, the job coach maintains long-term follow-up and remains a point of contact for any future needs. Additionally, the coach may continue to offer complementary training activities or support groups for employees with disabilities if beneficial.

4. METHODOLOGICAL PRINCIPLES OF PROMOTERS PROJECT

The *Impulsores* Project model is based on the following methodological principles:

a) Deinstitutionalization: The employment support and guidance model is a proximity-based service operating within the environments of people with disabilities. We prioritize employment in mainstream companies over inclusion in Special Employment Centers (CEE), which generally offer poorer conditions and do not ensure true inclusion.

Institutionalization often isolates individuals and reduces their autonomy. Instead, by bringing intervention services to community settings, support can be adapted to the individual rather than the individual adapting to the institution.

b) Vocational Orientation: Employment promotion activities prioritize the preferences and interests of the individual. Whenever possible, we conduct prior vocational guidance to ensure that individuals entering the Supported Employment program do so in positions aligned with their vocational aspirations.

c) Universal Accessibility: We ensure that employment conditions meet physical and cognitive accessibility needs, identifying all barriers that may hinder job performance.

d) Self-Determination: The service recipient is at the center of all project decisions, actively participating in planning, development, and evaluation. Those receiving support are the rightful owners of the service.

e) Gender Equality: A gender perspective is integrated into all project phases. We provide training to companies to address gender disparities, which affect both people with and without disabilities. Training includes gender equality content to promote best practices in workplace relationships between men and women.

f) Self-Esteem and Recognition: Our interventions aim to help individuals build healthy self-esteem, serving as a source of motivation and personal development. Self-esteem and positive self-perception are essential in employment access programs.

g) Motivation for Change: Enthusiasm is the main driver of change and the core inspiration behind social promotion projects. It is the foundation of the employment projects for participants in the Supported Employment program.

h) Professionalism: We believe that achieving ambitious goals requires trained professionals who are committed to delivering high-quality, scientifically grounded work.

i) Meaningful Relationships: The primary intervention tool is the socio-labor support relationship, which must be based on empathetic and respectful communication, tailored to the needs, personality, and interests of the individual receiving support.

j) Social Impact: We recognize that low employability among people with disabilities is a multifaceted issue. Therefore, our response must drive cultural and systemic changes through awareness and advocacy strategies within business networks, media, academic institutions, and specialized fields.

k) Empowerment: We believe in the empowerment of individuals with disabilities. A fundamental aspect of our work is fostering awareness of their potential, rights, and needs. We strive to expand their horizons, enabling them to build independent and inclusive life projects through empowerment, personal development, and employment access.

Empowerment also translates into personalized support and respect for individual processes. In all employment integration processes, autonomy, commitment, and initiative from the job seeker must take precedence, as they are the best indicators of success. Ultimately, with the necessary support, career development should be a personal and self-directed journey.

5. JOB INSERTION PHASES PROMOTERS PROJECT

In the process of job inclusion through ECA, each worker will require different support strategies depending on their skills and the characteristics of the company where they work.

However, the following phases of the insertion process using the supported employment methodology can generally be distinguished (they do not always have to occur in the order presented below):

5.1 Business Prospecting and Agreement with Companies

Job coaches promote the project in companies near the candidates' place of residence. It is advisable that, when visiting companies, they already have an idea of the profile of candidates with disabilities who could work there.

Prospecting is the process of establishing partnerships with companies for hiring people with disabilities. Job coaches will prepare a list of companies in the area engaged in economic activities with high demand from unemployed people with disabilities.

We will contact HR managers by phone and schedule a visit to explain our SE project. At this point it is important to bear in mind:

- Attend companies with a rough idea of potential candidates from the programme who could work in that company.
- Job coaches must be aware of the main advantages that SE offers companies:

- a) The possibility of having a job coach at no cost to the company, who trains and supports workers with disabilities.
- b) The opportunity to include individuals with productive talent, with guidance and support to improve efficiency.
- c) The contribution of both the person with a disability and the job coach to improving the team environment and cooperative dynamics among colleagues.
- d) Free advice to companies on adapting the job position to the person with a disability.
- e) Free talks and courses for the entire staff to improve the work environment and the company's productivity. These coaching sessions address not only inclusion and disability but also topics such as cooperation, conflict resolution, work-related stress, motivation, self-esteem, occupational risk prevention, and workplace equality measures.
- f) The benefits of job coach guidance for the entire staff, as this specialized professional acts as a coach for the whole team, supports conflict resolution, and mediates workplace relationships.
- g) Increased social awareness and corporate social responsibility.
- h) Support in achieving autonomy goals for the person with a disability, with close presence and assistance.
- i) Once satisfactory inclusion and job adaptation are achieved, the continued presence of a reference job coach is ensured to provide support if new needs arise.
- j) Discounts on social security contributions and insurance for companies that hire people with disabilities, resulting in significant payroll cost savings.
- k) Public recognition of the company's collaboration with the support association through social media, the website, and other media.

In some cases, companies are interested in starting the ECA project but do not have a specific suitable position for a worker with a disability. Through regular visits, the job coach helps identify tasks and processes that a person with a disability, supported by a job coach, could perform.

The company proposes a specific job offer that will be filled by a person with a disability with the support of a job coach. Ideally, the person with a disability assumes one of the company's usual roles. The necessary job adaptations will be defined in terms of specific tasks, support materials, physical and cognitive accessibility measures, etc.

The association proposes several candidates from which the company selects a new professional through job interviews. Once the right person is chosen, company managers and the job coach sign a supported employment agreement to facilitate the preparation and job inclusion of the selected person (see monitoring forms section).

5.2 Identifying Needs and Anticipating Potential Obstacles

People with disabilities and, in some cases, their families receive advice and guidance about the ECA project. They are informed about the job position's characteristics and the support they will receive from the job coach.

Before the person with a disability joins the company, job coaches provide guidance on the tasks to be performed, some basic rules, and the expectations and needs of the company. Families are involved to help the person with a disability adapt to the job requirements and promote autonomy in commuting and job responsibilities.

The worker with a disability, the company manager, and the job coach jointly develop a Job *Insertion Plan through Supported Employment*, outlining the person's support needs, how to address them, and the tasks to be performed in the company (see adaptation form).

5.3 Company Awareness

Awareness is an ongoing process. The job coach guides and educates employees on the needs of people with disabilities while also supporting the company in motivating teams and creating a positive work environment. The job coach should not be seen as exclusively necessary for the person with a disability but as an opportunity to enhance the company's overall performance. Awareness-raising starts from the need to recognise that we all need guidance, motivation and support for our professional satisfaction and improvement in our job performance.

Before a person with an intellectual disability joins the team, a specific awareness session will be held for the entire staff about the ECA project. This session should include the job coach, people with disabilities already working through ECA, and company managers.

This session will cover the support needs of the person with a disability, their rights and duties, assigned tasks, welcoming measures to facilitate inclusion, and inclusion objectives. Misconceptions and myths about disability will be addressed, along with strategies to ensure equal treatment and physical and cognitive accessibility measures.

An important part of awareness is sharing best ECA practices from other companies. Highlighting the benefits of including people with disabilities in improving company productivity and performance is essential.

Employees with disabilities who have successfully joined a company through ECA will provide insights on best practices for work integration and preparation.

The awareness process builds on the team's existing knowledge and values since positive experiences shared by colleagues often have a greater impact than recommendations from experts. Identifying opinions, attitudes, and knowledge within the team helps the job coach select natural supports and address any attitudes that may hinder the inclusion of people with disabilities.

Once the person with a disability joins the workforce, continuous awareness and support efforts are maintained through individualized sessions and small group discussions. The goal is to encourage the commitment and involvement of the entire workforce.

By reinforcing positive attitudes, the next phases of the process—helping the person with a disability adapt to company culture, norms, and job functions—become more successful.

5.4 Development and Consensus on the Individualized Inclusion Plan

The job coach, the professional, and the company participate in drafting a Personalized Inclusion Plan, setting learning objectives and professional competency improvements, which will be reviewed throughout the SE project.

On a monthly basis, the job coach reviews the Personalized Inclusion Plan with the person with a disability. New objectives are set if previous ones have been achieved, and natural supports and reinforcements are updated. The plan holders will be encouraged to take additional training courses that could be useful for their job performance.

5.5 Accompaniment, Guidance, and Support in the Workplace

Once the person with a disability joins the company, the job coach provides on-site guidance and support to facilitate job learning and ensure both the satisfaction of the employee and the company.

To achieve the goal of maximum workplace autonomy and successful inclusion, the job coach must work closely with the person with a disability, company managers, and other employees.

5.6 Working with management

Expectations and job functions will be established with company managers, along with agreements on necessary workplace adaptations and accessibility measures. The job coach will hold periodic meetings with managers or supervisors, involving the employee with a disability when necessary. These meetings will define the job coach's working hours and monitor the progress and performance of employees within the program. In some cases, mediation will be required to address incidents, prevent workplace conflicts, or manage performance-related challenges that may impact productivity. The job coach's role is to anticipate potential barriers or challenges in the inclusion process.

Throughout all phases of the project, we will provide guidance to company managers on appropriate training for employees with disabilities and on adapting their job roles. We will act as intermediaries between the company's needs and those of employees with disabilities, agreeing on support measures among managers, the person with a disability, and the job coach to achieve the company's objectives. In collaboration with the company, we will establish occupational risk prevention measures and job adaptation strategies to enhance performance and productivity.

Additionally, we provide companies with advisory services and support in processing financial incentives related to hiring employees with disabilities. We also issue certifications of compliance with corporate social responsibility measures for companies requiring such documentation.

5.7 Job Coach Interventions with Staff and Natural Supports

The job coach will provide mentorship or coaching to employees who require it (not only employees with disabilities) and conduct motivational workshops to foster a positive work environment and enhance productivity. The job coach will serve as a reference figure for resolving workplace conflicts and improving overall employee satisfaction.

As part of the goal of fostering a positive work environment, the job coach will also advise and guide colleagues of employees with disabilities to promote diversity awareness and encourage team collaboration in the inclusion process. The job coach will identify key colleagues who can act as natural supports for the employee with a disability, ensuring their continued inclusion even after the job coach's presence is no longer required.

5.8 Support for Employees with Disabilities

The job coach will serve as the primary reference for employees with disabilities, providing them with additional preparation in both job-related skills and tasks. Acting as a coordinator and dedicated coach, the job coach will ensure that employees with disabilities achieve the expected results in four key areas: relationships with colleagues, task efficiency, customer interactions, and adherence to company rules and protocols.

The Personalized Inclusion Plan will be reviewed monthly with the employee with a disability. If previous goals have been met, new objectives will be set, and natural supports will be updated.

The presence of the job coach in the company will gradually decrease as employees with disabilities reach their objectives. Our SE model consists of three main phases:

- a) **Adaptation and Learning Phase:** During the initial stage of employment, the job coach will accompany the newly hired employee with a disability throughout the workday to identify learning needs, provide necessary support, facilitate inclusion, raise awareness within the company, assist with task learning and workflow processes, and ensure the proper use of tools and workplace facilities.
In the first month, the job coach will be present for 75% to 100% of the workday, either actively assisting or observing the inclusion process. During the second and third months, as objectives from the inclusion plan are met, support will be gradually reduced until the job coach is present for approximately 35% of the workday.
- b) **Intermittent Support Phase:** From the fourth month onward, the job coach's presence in the workplace may be further reduced. Initially, visits will be scheduled once a week, then every two weeks, and eventually, once a month.
- c) **Follow-Up Phase:** Once all objectives related to competency development, social inclusion, and job satisfaction have been achieved—never before six months of in-person support—the program will transition to a follow-up phase. During this stage, contact with the company and the employee with a disability will be maintained via telephone to ensure continued success and identify any potential changes or new needs that may require a resumption of in-person intervention or additional training support.
- d) **Complementary Cross-Cutting Support:** In some cases, it may not be possible to deliver all guidance or implement all strategies while the employee is actively working. Therefore, it may be necessary to schedule additional orientation sessions outside the workplace, such as sessions focused on improving workplace relationships with colleagues or follow-ups on the inclusion plan.

Most successful employment programs incorporate additional services for participants, such as leisure activities, cultural workshops, sports, or psychological support. These initiatives have proven to enhance overall

well-being, social network expansion, and work-life balance. As a result, they contribute to the success of the workplace inclusion process by serving as preventive support mechanisms.

5.9 Evolution and Completion of the Integration Plan through Supported Employment (SE)

Progressively, as autonomy in the workplace increases and the person with a disability achieves their integration objectives, the time dedicated to guidance and support is reduced, culminating in a phase of periodic follow-up.

The ultimate goal is for professional support to become more intermittent and for other team members to be able to provide occasional assistance naturally, just as they would with any colleague. The job coach exits the process when natural workplace supports emerge, contributing to the integration process.

The final phase consists of preparation for disengagement, concluding with the closure of the Personalized Integration Plan. Individuals who have participated in the supported employment service remain in indefinite contact after completing the program. They may request guidance or advice whenever necessary to continue improving their professional skills, resolve any questions that arise later, or address changes in personal or business circumstances.

It is advisable to initiate projects with vocational training or socio-occupational skills groups offered by the same association providing employment support or by other training entities. These groups provide persons with disabilities with preliminary training that is highly beneficial for the success of the integration process, while job coaches gain an in-depth understanding of each future professional's profile, enabling them to present suitable candidates to companies.

6. TRAINING AND GUIDANCE ACTIVITIES FOR HIRED EMPLOYEES

Workers with intellectual disabilities can engage in various accompaniment and training activities with their job coach or the natural supports within the company. During the implementation of our supported employment project in regular companies, and based on the study of best practices, we have concluded that the following activities are commonly carried out in terms of support, job preparation, and on-the-job training:

- a) **Success and Satisfaction Plan:** The personal professional development plan is completed jointly with the employee. This allows for early awareness of the tasks to be performed, the responsibilities involved, and the expectations of the company. The hired individual actively participates in designing and monitoring performance-based objectives. Through the success and satisfaction plan, they become aware of the company's priorities and rules.
- b) **Task Support and Protocol Development:** Before carrying out a new task, a step-by-step scheme is outlined. Once the task is successfully performed, the worker, with the job coach's assistance, drafts a protocol outlining the steps required for future execution. Examples of such protocols include: answering calls, running errands outside the office, recording information, customer service, making specific sauces in a kitchen, etc.

- c) **Incorporation of Support Tables and Checklists:** The job coach creates support tables for repetitive tasks, such as an incident or call log, directories of phone numbers and addresses, easy-to-read diagrams of building floors and departmental locations, etc.
- d) **Training in Specific Tools:** The job coach will dedicate specific sessions to provide guidance on using IT tools, software, and applications specific to each company. Additionally, they will offer orientation in performing job-specific technical skills: administrative tasks, concierge services, work in tourism and hospitality, restocking and cashier duties in retail, etc. Prior training and specialization of the job coach in relevant sectors—commerce, hospitality, administration—is recommended for success in these activities.
- e) **Collaborative Work Sessions:** Especially during the first few weeks, collaborative work is conducted with natural supports and the job coach. This involves performing certain tasks together with the person with a disability, offering support and guidance to help them gain autonomy and independence in their job responsibilities as quickly as possible.
- f) **Follow-Up and Skills Improvement Sessions:** These are joint sessions between the worker and job coach to evaluate performance and update employment success objectives. Individual guidance is provided in social skills, adherence to company norms, acquired and to-be-improved technical skills, and achievements during the period. We recommend monthly follow-up sessions for the success and satisfaction plan.

Most supported employment projects include complementary activities carried out outside the company and outside working hours. These complementary actions have a highly positive impact on job success and satisfaction. We suggest that social organizations offer some of the following common complementary activities within supported employment programs:

- a) **Additional training in digital skills adapted to the job's requirements.**
- b) **Proposal of complementary technical training courses related to the job:** The job coach may suggest additional technical courses to boost the worker's confidence and specialized competence.
- c) **Psychological Support:** At times, psychological support is necessary for employees with disabilities to help manage emotional and work-related conflicts and to strengthen psychological and emotional well-being, which significantly affects professional success.
- d) **Social Support Activities:** Many associations using the supported employment methodology offer complementary leisure and cultural activities—such as theater groups, independent living support groups, or individual inclusion and community participation support.
- e) **Career Guidance Outside the Company:** In some cases, the nature of the job—especially when there is insufficient time for on-the-job guidance—requires conducting guidance and coaching sessions outside of work hours. Our supported employment programs have confirmed the success of holding weekly follow-up sessions outside work hours, which have had a very positive impact on job adaptation.

7. STRATEGIES FOR ATTRACTING AND RETAINING PARTNER COMPANIES

Before seeking partner companies for the inclusive employment project for people with disabilities, we must conduct a study of the labor needs in our target area. Diagnostic sources include regional reports on employment and qualification needs, reports from business organizations, labor market reports, and direct contact with companies.

This diagnosis allows us to identify which sectors and companies have the highest demand for workers. Based on this labor market data and an understanding of the profiles of job seekers participating in the project, we will create a database of companies in strategic sectors with high demand in our area.

If the project-promoting organization offers training courses to improve professional qualifications, we will include in the database those companies operating in the sectors of the training courses. Priority will also be given to small, medium, and large companies with a solid Corporate Social Responsibility (CSR) department.

7.1 Business Outreach Strategies

To attract new partner companies, we consult specialized publications in sectors like administration, commerce, services, and hospitality, as well as CSR publications, lists of companies that hire people with intellectual disabilities, social media platforms (LinkedIn, IG, FB), and public administration hiring portals, among others.

For supported employment organizations, it is highly beneficial to belong to federations that support people with disabilities (e.g., CERMI, Plena Inclusión, ASPACE) and to European or national supported employment associations. These networks provide associations with institutional guidance and support for making initial contact with companies.

Many organizations with documented best practices indicate that a successful strategy is to begin supported employment in companies where association members—families, professionals, or volunteers—already have contacts.

We propose that each job coach makes at least 10 weekly calls to companies, sends 10 emails to potential partners with project information, establishes 10 LinkedIn contacts per week, and visits at least 7 companies per month.

In summary, we have identified the following successful outreach strategies used by supported employment project organizers:

Strategy 1: Attract people with disabilities interested in the project before securing company agreements. This allows targeted company outreach in sectors relevant to participants' CVs. Additionally, having a large talent pool enables offering companies a variety of candidates to fill job openings, increasing collaboration opportunities.

Strategy 2: Attract companies interested in supported employment first, then select suitable profiles. Organizations can sign agreements with companies to fill specific positions. Once the agreement is in place, associations source candidates from vocational centers, job agencies, employment offices, etc. Job coaches interview and prepare suitable candidates. Those not selected by the company continue to receive job counseling. This strategy streamlines the preselection process for companies by providing them with well-matched candidates.

Strategy 4: Establish supported employment agreements with companies through visits, calls, mailings, business breakfasts, etc. These events can include company executives and employees hired through supported employment to share experiences and encourage other companies to participate.

In our success and satisfaction model, we motivate companies with the following benefits:

- a) The possibility of filling vacancies with candidates endorsed by the association, who possess verified skills and receive job coaching support—highlighting their productivity and potential for success.
- b) Support in adapting existing positions or creating new roles suitable for people with disabilities, based on a prior needs analysis.
- c) Information on hiring incentives and Social Security contribution reductions that can amount to up to €15,000 in annual savings. We assist companies in managing these hiring subsidies.
- d) The job coach acts as a support figure for the entire staff, serving as a coach and mediator not only for workers with disabilities but for any employee.
- e) Free motivational coaching and awareness training sessions are offered during the project, benefiting the entire workforce and reinforcing the broader advantages of supported employment.

Strategy 5: Offer job coaches to companies already employing workers with disabilities. Many companies—especially those with more than 50 employees—already have disabled staff. A job coach can enhance their inclusion, satisfaction, and internal promotion. Providing support to companies without such services encourages inclusion and job satisfaction.

Strategy 6: Promote supported employment in organizations that serve people with disabilities but lack this service. It is possible to promote supported employment by signing collaboration agreements with such organizations. These partnerships increase added value for both parties—the promoting association provides job coaches to facilitate the inclusion of individuals from the partnering organization.

Strategy 7: Promote supported employment through connections with businesses run by family members, professionals, or association participants.

Strategy 8: Traditional business outreach. This involves calling companies that have posted job offers online to offer candidates from the supported employment program. After identifying a job offer, we propose a visit to assess productivity improvement opportunities and then inform the company about the advantages of hiring people with disabilities.

Strategy 9: Propose supported employment in the public sector.

Strategy 10: Other methods of approaching companies. Relationships with companies are often developed gradually. It is sometimes necessary to propose preliminary approaches before a supported employment agreement. Examples include: organizing a company visit for association students, requesting non-remunerated internships for program participants, offering free awareness sessions at the company, or proposing joint training or awareness initiatives.

Strategy 11: Provide autonomy, versatility, problem-solving, and proactiveness to initiate additional necessary strategies, tailored to the specific needs of each person and company.

7.2 Retention Strategies

Acknowledging the impact companies make on the supported employment project is a way to retain their collaboration and highlight it in ways that can inspire other businesses.

Maintaining strong collaboration with companies ensures the success and continuity of inclusive job offers and is a key factor in the overall satisfaction of all parties involved.

Some commonly used strategies to retain partner companies include:

- Showcasing their collaboration on the website and social media: publishing news and informational posts mentioning the companies every two months.
- Sending executives the association's newsletter with all relevant updates.
- Issuing certificates that acknowledge CSR measures taken by the company.
- Offering opportunities to visit the association or engage in corporate volunteering.
- Hosting breakfasts with multiple companies to share best practices.
- Sending an annual thank-you letter.

Each partner company receives at least four retention actions per year: newsletter delivery, business breakfast invitation, annual thank-you letter, and a sensitization or corporate volunteering session.

Finally, we emphasize that the ongoing follow-up inherent to the supported employment project, the competence of job coaches, and the overall success of inclusion in the company are the most effective and lasting methods of retaining company collaboration through the daily relationship between the association and the business.

8. COORDINATION SYSTEM WITH COMPANIES, MONITORING AND EVALUATION TOOLS

Organizations and professionals must have a deep understanding of the business landscape in which they operate to effectively engage employers. This involves avoiding welfare-based arguments and instead presenting factual information on the benefits of hiring a qualified individual, whether they have a disability or not, for a specific job role.

A key factor for the success of the Supported Employment (SE) methodology is the ability to align employer needs with candidate skills. Initially, this methodology followed the "train then place" model, which had limitations in integrating individuals with learning disabilities into mainstream workplaces. To overcome these challenges, the approach has evolved into the "place-train-maintain" strategy, providing direct support in real work settings for a more effective and sustainable adaptation.

The level of support required is typically higher at the beginning of a new job and can gradually decrease over time. However, it is crucial to ensure that support remains available whenever the employee or employer requires it, as it has been proven to be a key factor in job success and stability. Therefore, employment pathways must be flexible and tailored to individual needs. Some workers may need additional assistance to learn new tasks and benefit from periodic presence of a job coach, while others may require different types of support, such as instrumental, informational, or emotional. Additionally, those who have mastered their tasks may seek guidance to advance professionally and take on new roles within the company.

Another type of support includes counseling to address potential workplace issues, preferably provided outside the company. The job coach must be capable of mediating between the worker, colleagues, and employer. Quick and assertive responses to crises are essential for resolving problems and restoring communication as soon as possible. Effective support cannot be limited to occasional visits or interviews.

From the outset of SE implementation, it is important to acknowledge that employers play a fundamental role in its success. They provide job opportunities and should be considered clients of the service, meaning their needs, concerns, and questions must be addressed. Employers offer job opportunities that align with their business model.

According to the European Union's Supported Employment Diversity Toolbox, the relationship and communication with the company are divided into the following phases:

- a) Introduction and orientation
- b) Understanding the job and company culture: Types of support (consulting, counseling, learning, training, assistance, adaptations, and restructuring)
- c) Stabilization
- d) Gradual withdrawal of support
- e) Follow-up

a) Introduction and Orientation

This phase begins when the employee starts working at the company. The goal is for them to meet colleagues and supervisors, understand their expected tasks, and become familiar with the company culture. At the end of this phase, an individual action plan is established for any required training and the type of workplace support to be provided.

b) Understanding the Job and Company Culture

At this stage, the SE service user focuses on learning job tasks, building relationships with coworkers, and understanding company culture. The objectives are for the employee to perform tasks according to company standards and their capabilities and to feel accepted by colleagues, fostering integration into the work team.

There are three types of job structuring strategies:

Customized job: Tasks are drawn from multiple job descriptions within the company, creating a new role tailored to an SE worker's skills.

Simplified job: Tasks that the employee finds difficult are removed from a standard job description, and the SE worker takes on other tasks from colleagues.

Enriched job: Additional tasks aligned with the worker's skills are added to an existing job description.

Different types of support may be provided within or outside the workplace. The job coach is responsible for ensuring that the support provided is appropriate for both the worker and employer. Support types include:

Counseling: The job coach leverages expertise in specific areas (social-employment skills, process monitoring, time management, etc.) to help the worker and employer make informed decisions.

Guidance: A more intensive and prolonged form of counseling that helps employees address challenges and develop resilience, particularly for those with emotional or mental health difficulties.

Advice: When the job coach lacks expertise in certain areas, they guide workers or employers to appropriate sources of information and facilitate initial contact if possible.

Learning: Acquiring new skills through company-provided training or individualized instruction for individuals with moderate or severe learning disabilities.

Training: Repetitive practice aimed at improving a skill, supported by continuous feedback and performance assessment.

Assistance: Long-term support for specific tasks, such as reading, mobility, sign language interpretation, or personal assistance for individuals with severe physical disabilities.

Adaptations: The job coach must be able to identify the appropriate tools, assistive technology, aids, and adaptations that enable the worker to perform their job functions effectively. Some adaptations may include specialized technical equipment. However, there are also very simple adaptations that can make a significant difference in the worker's daily experience, such as a calculator, talking watch, voice recorder, checklists, competency grids, or a work journal, among others.

c) Stabilization

This phase begins when the employee has mastered their tasks. The goal is for them to continue developing skills and strengthening workplace relationships. If any issues arise, they should be addressed promptly through regular meetings between the employee and employer to review performance and set new goals.

d) Gradual Withdrawal of Support

The objective of this phase aligns with one of the fundamental principles of the Supported Employment (SE) methodology: the gradual reduction of support in the workplace. However, the needs of employees with disabilities vary significantly; while some require support for years, others only need it during the initial stage of their employment. In some countries, the duration of support is limited by funding bodies, which prevents ensuring long-term job stability. This restriction contradicts the SE approach, which states that support should remain available for as long as the worker needs it to guarantee their integration and retention in the labor market.

Without diminishing the importance of the above, it is crucial to plan for the gradual withdrawal of external job support whenever possible. This requires fostering the user's autonomy from the outset. Another solution is to involve colleagues by assigning them as mentors, reminding them that the best kind of support is the one that is barely noticeable. The worker must be able to develop independently and be valued for their skills from day one.

Support is not always present, but it is always available. At the end of this phase, the worker, employer, and job coach must agree on the form and level of support needed in the future and determine what measures to take in case of problems or crises.

e) Follow-up and Evaluation in Supported Employment

The duration of workplace support varies depending on the worker's performance and the conditions of the social and work environment. Once the person has adapted to their role, the job coach informs both the employee and the company about the gradual reduction of support, following a phased withdrawal plan. However, if a mismatch arises between the worker and their tasks, the plan is reviewed, and necessary adjustments are made to ensure proper integration.

The job coach must remain available and actively in touch with both the employee and the company, conducting continuous follow-ups. This communication helps identify potential issues or changes before they turn into a crisis. In case of contract termination, early contact facilitates the immediate search for a new job.

However, communication should not be limited to conflict resolution or corrective measures. It is also essential for planning lifelong learning and professional development. The worker should have opportunities to participate in internal and external training programs that enhance their growth within the company. Additionally, support can be reinstated if the worker wishes to change positions or be promoted, as career progression is a fundamental part of the Supported Employment (SE) methodology.

During the follow-up phase, various actions are taken to ensure the worker's continued employment under favorable conditions. Evaluations are conducted based on company-established quality criteria, as well as assessments of the worker's social and professional relationships and their level of integration within the team.

To measure the effectiveness of the SE methodology, the University Institute for Community Integration (INICO) has developed specific evaluation tools. These include questionnaires for professionals and companies, allowing for a comprehensive assessment of the labor inclusion process. The main research instrument is a questionnaire administered to professionals in companies employing individuals with intellectual disabilities and to job mediators. This questionnaire analyses several key dimensions, such as:

1. Time management and organization.
2. Personal appearance and hygiene.
3. Flexibility, emotional control, and resilience to frustration.
4. Responsibility, autonomy, and motivation.
5. Interpersonal skills.
6. Communication skills.

This comprehensive approach not only assesses the worker's adaptation but also helps develop strategies to improve their performance, well-being, and professional growth in the workplace.

Job mediators must maintain long-term support in the following areas:

Tangible Aspects:

1. Daily activity scheduling.
2. Completing tasks within the expected timeframe.
3. Willingly accepting new tasks.
4. Proactively suggesting ideas related to assigned tasks.
5. Demonstrating initiative.
6. Adjusting behavior according to the hierarchical level of the interlocutor.

7. Interacting appropriately with clients.
8. Understanding written instructions.
9. Expressing needs clearly and concisely.
10. Communicating in an intelligible manner.
11. Comprehending oral instructions.

Intangible Aspects:

1. Demonstrating persistence when facing difficulties.
2. Managing emotions effectively when tasks do not go as expected.
3. Striving for personal growth and continuous improvement.
4. Considering and valuing the opinions of others.

The Compendium of Tools for the Employment Inclusion Pathway developed by the National Network for Supported Employment includes a series of questionnaires (starting from page 54) that cover key aspects of follow-up actions, such as:

1. Evaluation of the worker's performance.
2. Assessment of socio-labor relations and the level of integration within the work team.
3. Questionnaires for evaluating the worker's family and social environment.
4. Tools to monitor the gradual reduction of external support while increasing natural workplace support.

The objective of this analysis is to identify potential deviations, implement corrective measures if necessary, and develop improvement strategies that enable the worker to achieve a competitive position, fostering career advancement within the company.

Regular and effective communication between the worker, the company, and the job coach is key to ensuring successful workplace integration. A strong communication channel helps the worker feel fully included in their role and professional relationships. Maintaining an open and transparent dialogue with employers brings multiple benefits: companies that trust the SE service often become valuable sources for generating new employment opportunities, either within their organization or by referring candidates to other employers.

9. TRACKING SHEETS FOR JOB PLACEMENT ITINERARIES FOR PEOPLE WITH DISABILITIES THROUGH SUPPORTED EMPLOYMENT

SHEET1: PLAN FOR SUCCESS AND JOB SATISFACTION

PERSONALISED PLAN FOR SUCCESS AND JOB SATISFACTION

Employee: _____

Company: _____ Starting date: _____ Expected end date: _____

JOB DESCRIPTION

JOB/RESPONSIBILITY: _____

SCHEDULE: _____

TASKS TO BE PERFORMED
PROCEDURES TO BE TAKEN INTO ACCOUNT IN THE COMPANY
COMPANY POLICY
MOST VALUED COMPETENCES IN THE COMPANY

SUPPORT PLAN

TIMETABLE FOR THE ACCOMPANIMENT OF THE TRAINER

STAGES	TIME/SCHEDULE SUPPORT	STARTING DATE	END DATE
F1: Adaptation and learning			
F2: Intermittent support			
F3: Follow-up			

PLANNED SUPPORT ACTIONS	PLANNED DATES	CHECKING LIST
Company awareness-raising		
Working with natural supports		
Accompaniment in the workplace		
Training on tasks		
Development of competences		
Guidance and complementary activities outside working hours		
Follow-up		
Loyalty with companies		

TARGETS BY AREAS (Achieved in green. To be achieved in black)

AREA 1: TASK EFFICIENCY	AREA 2: SOCIAL SKILLS AND COMMUNICATION
AREA 3: SPATIO-TEMPORAL ORIENTATION	AREA 4: AUTONOMY
AREA 5: SELF-CONFIDENCE AND WORK MOTIVATION	AREA 6: OTHER CAPABILITIES

SPECIFIC TRAINING AND SUPPORT ACTIONS

AREA 1: TASK EFFECTIVENESS	AREA 2: SOCIAL SKILLS AND COMMUNICATION
AREA 3: SPATIO-TEMPORAL ORIENTATION	AREA 4: AUTONOMY
AREA 5: SELF-CONFIDENCE AND WORK MOTIVATION	AREA 6: OTHER CAPABILITIES

PERSON OF REFERENCE

Job coach: _____, _____

Natural supports: _____, _____

Company manager: _____, _____

FOLLOW-UP

FIRST REVIEW

Date: _____

a) Assessment of objectives

TO BE IMPROVED
MAINTAIN
PROPOSALS

b) Assessment of support activities

TO BE IMPROVED
MAINTAIN
PROPOSALS

c) Assessment of functions:

DUTIES	PERFORMANCE LEVEL		
	WITH SUPPORT	ACCEPTABLE	EXCELLENT

SECOND REVIEW

Date: _____

a) Assessment of objectives

TO BE IMPROVED
MAINTAIN

PROPOSALS

b) Assessment of support activities

TO BE IMPROVED

MAINTAIN

PROPOSALS

c) Assessment of functions:

DUTIES	PERFORMANCE LEVEL		
	WITH SUPPORT	ACCEPTABLE	EXCELLENT

THIRD REVIEW

Date: _____

a) Assessment of objectives

TO BE IMPROVED
MAINTAIN
PROPOSALS

b) Assessment of support activities

TO BE IMPROVED
MAINTAIN
PROPOSALS

c) Assessment of functions:

DUTIES	PERFORMANCE LEVEL		
	WITH SUPPORT	ACCEPTABLE	EXCELLENT

FOURTH REVIEW

Date: _____

a) Assessment of objectives

TO BE IMPROVED
MAINTAIN
PROPOSALS

b) Assessment of support activities

TO BE IMPROVED
MAINTAIN
PROPOSALS

c) **Role evaluation:**

DUTIES	PERFORMANCE LEVEL		
	WITH SUPPORT	ACCEPTABLE	EXCELLENT

EMPLOYEE COMPETENCY ASSESSMENT

COMPETENCE ASSESSMENT

This sheet is to be completed by the job coach and the company in order to compare the results and obtain more reliable information to serve as a reference in the work on transversal socio-occupational competences. It can be applied every 3 months in order to know the evolution.

COMPETENCE ASSESSMENT	Achieved	In progress	Can be improved	Needs more support
WORKING ROUTINES				
a) Punctuality				
b) Autonomy in transport				
c) Personal image and hygiene care				
d) Order and cleanliness in their tasks				
e) Meets deadlines				
f) Ask for help when needed				
g) Pay attention to do what is asked				
REMARKS:				
INTERPERSONAL RELATIONS	Achieved	In progress	Can be improved	Needs more support
a) Interacts well with peers				
b) Accept criticism and corrections				
c) Trusting relationship with the job coach				
d) Understands and respects hierarchies in the company				
e) Cooperates with peers				
f) Appropriate communication at the workplace				
REMARKS:				

ADAPTING TO THE COMPANY				
	Achieved	In progress	Can be improved	Needs more support
a) Knows well the tasks for which he/she is responsible				
b) Knows and respects the company rules				
c) Know the company's objectives				
d) Shows interest in the good functioning of the company				
REMARKS:				
COMPETENCIAS LABORALES				
	Achieved	In progress	Can be improved	Needs more support
a) Engagement				
b) Problem-solving initiative				
c) Provides ideas and solutions				
d) Quality in the workplace				
e) Autonomy in performing tasks				
f) Demands tasks upon completion of assignments				
g) Adequate pace in performing tasks				
h) Controls the timing (planning properly)				
i) Adapts to changing tasks				
REMARKS:				

COLLABORATION AGREEMENT WITH A COMPANY

COLLABORATION AGREEMENT

....., on the of 2025

GATHERED

On one side,

Mr./Ms.., holder of N.I.F And on the other,
Mr./Ms....., of legal age, holder of N.I.F. nº.....

ACTING

The first party, in the capacity of job coach/employment Support specialist, representing the entity
....., with C.I.F..... and registered address at

The second party, in the capacity of....., representing the company
....., with C.I.F..... and registered address at

DECLARE

- I. That the entity is the promoter and executor of the supported employment project as a strategy for the labor inclusion of people with disabilities.
- II. That the primary objective of the project is the labor inclusion, job satisfaction, and professional development of people with disabilities within the mainstream labor market.
- III. That the association, through the monitoring and support of the job coach, and in coordination with the responsible personnel of the company, will carry out the necessary actions to facilitate adaptation to the job position, proper performance of assigned tasks, and integration into the workforce of the professional receiving support.
- IV. That the purpose of this agreement is to provide Support to the employee of the company with DNI hired as
- V. That the employer commits to facilitating the job coaching process and supporting the employee throughout the entire integration and job learning process.
- VI. That the functions of the Job Coach will be:
 - ✓ Assisting in the learning of technical and social skills.
 - ✓ Encouraging social interaction with colleagues and co-workers.
 - ✓ Conducting follow-ups and evaluations of the program.
 - ✓ Providing guidance and raising awareness among managers and other employees.
 - ✓ Promoting motivation and job satisfaction for the employee.
 - ✓ Enhancing autonomy and ensuring the proper professional performance of the supported worker.
- VII. That for the development of these support functions, an initial commitment of ____ monthly hours has been established for the period from (start date- end date), subject to modification based on the worker's progress and needs.

In witness whereof, both parties, in their respective capacities, sign this agreement in the place and on the date indicated in the heading.

Signature of the entity responsible for supported employment: _____

Signature of the representative of the employing company: _____

10. NEW TECHNOLOGIES AND THEIR APPLICATION TO THE SUPPORTED EMPLOYMENT METHODOLOGY

Technology is significantly improving the quality of life for people with disabilities, and the workplace is no exception. The 2024 Technology and Disability Report by Fundación Adecco (*Informe Tecnología y Discapacidad*) highlights that "digital transformation is impacting the inclusion of people with disabilities, creating more accessible and inclusive environments."³ Innovations such as remote work, virtual communication platforms, technological adaptations, and Artificial Intelligence (AI) are enhancing the autonomy of individuals with disabilities.

Current implementation and challenges according to the report, 40.7% of companies analyzed have implemented specific measures to facilitate the labor inclusion of people with disabilities. However, only 13% have invested in technological tools for individuals with intellectual disabilities. This raises critical questions about the additional challenges technology poses for this group. The report identifies the following challenges:

Diverse Needs: Intellectual disabilities vary in their impact on cognitive and learning abilities, making standardization of technology difficult.

Adaptability and Flexibility: Personalized approaches are often required, complicating the implementation of necessary adaptations to meet individual needs.

The integration of new technologies into the Supported Employment methodology can enhance workers' autonomy and optimize training and support processes. For instance: remote work offers flexibility by removing geographical barriers or accessibility issues related to transportation—an evident advantage for individuals with reduced mobility. However, it may conflict with the goals of Supported Employment by not providing a typical workplace setting, potentially undermining true inclusion.

This section emphasizes technologies for job searching, personalized training, and AI tools. Additionally, advancements in assistive technologies such as mobile applications and adaptive devices are noteworthy. These tools enable individuals with disabilities to manage tasks, set schedules, and program reminders, fostering greater independence in the workplace.

While this manual does not aim to cover all available technological tools, it seeks to guide readers toward more efficient job search strategies that yield satisfactory results.

10.1 Technologies for Continuous Training and Knowledge Acquisition:

During the pre-employment phase, it is recommended that, with the support of the job coach, a labor market study be conducted. This allows for the identification of opportunity areas and knowledge gaps that the user of the Supported Employment services (ECA) may have and need to address to secure an "ideal job position." E-learning platforms provide safe environments for the development of specific skills. In recent years, these types of tools have proliferated, making it crucial to define interests and objectives, as well as to assess training content to select the most useful option.

³ Keysight Technologies y Fundación Adecco (2024). *Informe Tecnología y Discapacidad*. Recuperado de: <https://fundacionadecco.org/informes-y-estudios/informe-tecnologia-y-discapacidad/>

Some examples include:

1. [Coursera](#)- A platform with unlimited access to more than 7,000 courses, hands-on projects, and certified programs. It is a collaboration between universities and companies.
2. [Udemy](#)- Online courses on a wide variety of topics, offering training options for both beginners and experts in a specific field.
3. [LinkedIn Learning](#)- Provides online courses focused on professional development, soft skills, and technology. It offers 24,300 courses on skills applicable in the workplace.
4. [HubSpot](#)- A free, 100% online platform specializing in marketing, sales, and customer service training.
5. [Domestika](#)- A platform focused on visual arts, audiovisual communication, and marketing.
6. [Canva](#)- A graphic design platform that enables users to create designs for social media, presentations, documents, posters, videos, and more. This tool is particularly useful for designing a visually appealing CV or video CV.
7. [Santander Open Academy](#)- Offers free courses and scholarships; no need to be a bank customer.
8. [Fundación Universia](#)- Provides educational programs and scholarships in high-employability fields, targeting students with disabilities, women in STEM, and unemployed individuals.
9. [Specialisterne](#)- Training courses (administrative and IT tasks) for neurodivergent individuals.
10. [Duolingo](#)- A language-learning application.

10.2 Technologies for Job Searching

Job search platforms enable users to create professional profiles, explore job opportunities, connect with potential employers, and gain insights into company cultures. Some examples include:

1. [Ayho](#)- An accessible application that facilitates pre-employment training and the integration of people with disabilities into the labor market through the Supported Employment methodology. It simplifies task execution while increasing motivation and autonomy.
2. [Mefacilityta](#)- A digital platform designed to support personal autonomy, helping individuals with intellectual disabilities perform daily activities more independently.
3. [Soy Cappaz](#)- A tool that promotes users' independent living, enhancing their autonomy and professional integration, particularly in the workplace.
4. [Dfaemplea](#)- A mobile application that supports job searching and continuous training for people with disabilities.
5. [EPA \(Empleo Público Accesible\)-](#) A free application that provides individuals with intellectual disabilities with information on public employment opportunities.
6. [SEPE \(Servicio Público de Empleo\)](#)- Provides information on job opportunities by region.

7. **LinkedIn**- A professional social network used for networking, job searching, and learning more about companies.
8. **Indeed**- One of the largest job search platforms, using advanced algorithms to recommend job offers based on users' search history and applications.
9. **Glassdoor**- In addition to offering company reviews and salary information, Glassdoor allows users to search for jobs and provides relevant insights on interviews and previous work experiences.
10. **Social Media** (Instagram, Facebook y TikTok)- Content creators are becoming increasingly influential. These platforms not only offer a valid option for self-employment but also serve as a tool for raising awareness about the urgency of ensuring the full exercise of fundamental rights for people with disabilities.

10.3 Technology Implementing Artificial Intelligence

There is no doubt that technology has helped eliminate certain barriers in favor of the social integration of people with disabilities. On the one hand, as highlighted in the report "The Impact of Artificial Intelligence on the Rights of People with Disabilities," Artificial Intelligence (AI) offers, for the first time, the possibility of modifying a person's cellular and neurological structure to restore sensory and cognitive functions, effectively eliminating the condition of disability. Advances in this area are invaluable. However, as AI is a tool that generates results based on algorithms, cases of discrimination against people with disabilities have been observed within these systems. Historically, people with disabilities have faced marginalization and have been restricted in exercising their rights on equal terms. These patterns of exclusion are embedded in the data that shape AI systems. Those who have experienced discrimination are at greater risk of being further excluded due to AI biases. The risk is even greater because, as a product of "sophisticated technology," AI-generated outcomes are often perceived as valid and unquestionable.

One area of particular concern for the rights of people with disabilities is employment. Social inclusion largely depends on equal access to education and stable employment in the mainstream labor market. At both national and international levels, extraordinary progress has been made in improving employability for people with disabilities. However, the current trend of using AI systems in recruitment processes could undermine existing anti-discrimination legal frameworks.

Technological advancements are a highly powerful tool when used appropriately. As noted, some benefits of AI in the workplace include: improved accessibility and job adaptation, automation of routine tasks, personalized training and skill development, as well as performance measurement and feedback tools.

However, there are also challenges and disadvantages, such as: biases in algorithms, lack of personalization, loss of human interaction in workplace support (Supported Employment relies on human intervention, and the misuse or overuse of AI could reduce interaction with key professionals essential for successful job placement), technological dependency, and the digital divide.

In alignment with the United Nations' principle of "Leaving No One Behind," it is essential to ensure that people with disabilities have access to technology. Only then can the aforementioned biases be mitigated, and increasingly accessible and personalized systems be developed to effectively meet the real needs of people with disabilities.

Some of the most commonly used AI systems today include:

1. [ChatGPT](#) – An artificial intelligence model developed by OpenAI that generates text, answers questions, and maintains natural conversations, making it useful for writing, virtual assistance, and learning.
2. [Leonardo AI](#) – An AI-powered image generation platform that enables users to create digital artwork, graphic design, and high-quality visual content through text prompts.
3. [Mapify](#) – An AI-driven mind mapping tool that helps organize ideas, generate diagrams, and enhance productivity in project planning and strategy development.
4. [Notta AI](#) – An automatic transcription application that converts voice recordings into text in real time, useful for interviews, meetings, and note-taking.
5. [Gamma AI](#) – An AI-powered platform for generating interactive presentations and documents, allowing users to create visually engaging content without manual design effort.
6. [CapCut](#) – An advanced video editor developed by ByteDance (creators of TikTok), offering intuitive editing features, visual effects, and AI-enhanced tools to improve video quality.

As previously mentioned, technological adaptations make tasks more accessible and allow for individualized adjustments to meet each worker's needs. In terms of training, AI-driven learning becomes more dynamic and can accelerate and simplify the acquisition of competencies. However, technological progress alone is not enough. Francisco Mesonero, General Director of the Adecco Foundation, emphasizes that "a profound cultural change and inclusive, informed leadership are also necessary." Only by recognizing that people with disabilities have the right to fully exercise their rights can we ensure inclusive, diverse, empathetic, and equitable work environments.

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12. ANNEX. TRAINING SESSIONS SHEETS

Below are examples of some training sessions conducted prior to the worker's incorporation, which can be developed in groups of interested individuals.

TRAINING COURSE ON LABOUR SKILLS	
TITLE AND TOPIC OF THE SESSION	Employment-related self-esteem and self-knowledge
TIMELINE	160 minutes
OBJETIVES	
<ul style="list-style-type: none"> - Knowing and enhancing one's own employability skills. - Adopt a positive attitude towards the achievement of employment objectives. - Accept and value one's own work profile based on the knowledge of the professional profile. - Promote a proactive and collaborative attitude in the hiring company. 	
TIMING SCHEME	
1. Self-esteem presentation: definition, advantages, components, etc.	10 min
2. Shikona projective test	30 min
3. Speed or jumping dynamics	10 min
4. Video fórum	20 min
5. Values clarification	20 min
6. Test of competences 1	15 min
7. Auction of qualities	20 min
8. Test of competences 2	20 min
9. Evaluation of the sesión	15 min
DESCRIPTION OF TRAINING ACTIVITIES	
<p>This session is designed to develop the necessary self-esteem to successfully undertake any personal or professional project. It is a crucial skill for finding and maintaining a job that aligns with one's professional profile and personal interests. Self-esteem plays a key role in maintaining a positive and constructive attitude in the workplace.</p> <p>The objective of this session is to help participants gain a realistic understanding of themselves, as well as the skills and talents they can apply to a job.</p>	

The proposed activities aim to develop these concepts through practical exercises. These dynamics encourage group reflection, which will serve as a means of generating knowledge based on personal experiences. The approach follows the sequence: SEE – ASSESS – ACT.

The session lasts three hours with a short break in between. It consists of two parts: one focused on self-esteem and the other on self-knowledge, which relates to identifying one's own competencies for employment.

It is advisable to conduct this session when group members are already familiar with each other and have built a certain level of trust, preferably after several prior sessions or shared work experiences.

1.- SELF-ESTEEM PRESENTATION

A presentation on self-esteem is projected in the classroom, featuring engaging images and infographics.

Slide 1: What is self-esteem?

Self-esteem is about loving ourselves. It encompasses all the feelings, opinions, sensations, and attitudes we hold about ourselves. It reflects how well we treat ourselves.

Slide 2: Advantages of having self-esteem (illustrated with images from films or infographics):

Progressing (not feeling stuck). Setting personal goals. Accepting constructive criticism. Thinking positively about others. Acting with more confidence and security. Not dwelling excessively on mistakes. Practicing self-forgiveness. Avoiding the “Pygmalion Effect”. Being happier and more satisfied. Managing emotions without taking them out on others. Being a fair person.

Slide 3: Components of self-esteem

- Self-concept: The image we have of ourselves and our ability to recognize it.
- Self-respect: Treating ourselves with kindness and dignity.
- Self-acceptance: Acknowledging our strengths and weaknesses, accepting what we can and cannot change.
- Self-knowledge: Understanding our qualities and flaws so that we can leverage our strengths to improve our weaknesses.
- After the presentation, a discussion will take place where participants can share their thoughts and opinions on the concepts introduced.

2.- PROJECTIVE ACTIVITY: SHIKONA

Participants sit around a large table (ideal group size: 6–10 people). On the table, 30 photographs of different themes are spread out, depicting diverse landscapes, environments, activities, types of people, natural elements, animals, etc.

Each participant, instinctively and without speaking, distributes the photos among their peers, selecting images that highlight positive qualities they associate with each person.

Once all the photographs have been distributed, each participant explains the images they received and what they represent about themselves. The person who assigned each photo then explains their

reasoning. This activity helps participants feel valued by their peers and recognize positive traits that others see in them.

This dynamic fosters a positive work environment by encouraging individuals to appreciate their colleagues' strengths.

3.- SPEED OR JUMP ACTIVITY

Participants take turns standing at a starting point. From there, they throw a marker to indicate how far they believe they can jump. Those with reduced mobility, who cannot jump, predict how long it will take them to reach a designated point. After making their predictions, each participant attempts to meet their stated goal.

This simple and quick activity illustrates the concept of self-esteem:

Participants who set their marker too far or predict a time shorter than they can achieve may have an exaggerated self-concept.

Those who underestimate themselves by predicting a shorter jump or longer time than they actually accomplish may have low self-esteem.

Correct self-esteem is represented by those who accurately predict their jump distance or the time needed to reach the marker.

Self-esteem is about being aware of our abilities and accepting them with gratitude.

4.- VIDEO FORUM

A short film is screened to encourage reflection. The film depicts two balloons facing the challenge of navigating a forest full of cacti. To succeed, they must rely on each other for support.

Through this activity, participants will explore how to handle challenges and maintain self-esteem by seeking support from trustworthy individuals.

5.- CLARIFICATION OF VALUES

It is a self-knowledge technique that allows us to identify which aspects and personal criteria make us unique.

Each participant will fill in a survey about him/herself. The questions are personal and are not shared with the group, except for the last two which refer to social values and are open for discussion with the

TEST "KNOW YOUR VALUES"

ABOUT MYSELF

- ❖ What qualities or virtues do you value in others?
- ❖ Sometimes I find it unbearable _____
- ❖ What do you find admirable or marvellous? _____
- ❖ The most important thing in a friendly relationship is _____
- ❖ If it were in my power I would never allow _____.
- ❖ Rank these values from 1 to 8 according to their importance to you:

TRAINING FAMILY HEALTH LOVE MONEY SAFETY SECURITY FUN FRIENDSHIP FAMILY

Rank in order of time spent on these securities last week

	No time (1)	2	3	4	5	6	Long time (7)
TRAINING							
FAMILY							
LOVE							
WORK							
FUN							
FRIENDSHIP							
Health / Self-care							

ABOUT THE TRAINING GROUP

What are our values as a group?

What can we enhance in order to do good teamwork?

ABOUT OUR WORLD

Rank these social values from 1 to 8:

SOLIDARITY EQUALITY IGUALDAD FREEDOM JUSTICE LOVE COOPERATION DIGNITY LOYALTY

Choose one of these values and defend it.

rest of the group.

6.- COMPETENCIES

Each participant takes a test of work goals and competences. The contents of the test are classified in 4 blocks: knowledge, areas for improvement, support needs and goals. This identification of competences can be a first analysis of one's own professional profile.

GOALS AND COMPETENCIES QUESTIONNAIRE	
WHAT AM I GOOD AT?	
WHAT DO I NEED SUPPORT WITH?	
WHAT WOULD I LIKE TO BE TRAINED IN?	
WHAT DO I WANT TO ACHIEVE?	

7.- AUCTION OF QUALITIES

We define the concept of competence: knowledge or skill that enables us to perform specific tasks. There are technical or profession-specific competences and transversal competences that are common to all professions (communication, teamwork, etc.).

Each participant circles the qualities in this table that he or she considers most important in a job and underlines the qualities that he or she considers he or she has.

Ability to adapt	Initiative	Persuasiveness
Kindness	Enthusiasm	Generosity
Friendship	Requirement	Punctuality
Assertiveness	Discipline	Problem solving
Authenticity	Flexibility	Energy
Engagement	Humbleness	Safety
Communication	Independence	Serenity
Consistency	Justice	Sociability
Cooperation	Leadership	Tolerance
Creativity	Organization	Order
Critical thinking skills	Motivation	Patience

	Dialogue	Optimism	Participation	
	Sincerity	Efficiency	Confidence/trust	

As a final exercise, students complete a **personal competency test** to identify their professional profile. The test results can help guide them toward **careers that match their strengths** or highlight areas for improvement to access a desired profession.

- Test in [English](#)
- Test in [Spanish](#)

If there is extra time, an alternative closing activity is "**Open Mic.**" The group is divided into three subgroups, each assigned one of the following topics:

- The four aspects of **self-esteem**: physical, mental, spiritual, and emotional/social.
- Internal vs. external responsibility.
- Turning destructive messages into positive ideas.

Each group then presents their topic to the rest of the class.

MATERIALS NEEDED

- Projector and video equipment.
- Printed worksheets.
- Three glass jars.

EVALUATION

Open discussion: Each participant shares a brief summary of the session, highlighting the most useful parts.

Anonymous evaluation. Three glass jars are placed on the teacher's desk. Students write their feedback on small pieces of paper and place them in the jars. Jar 1: What I learned. Jar 2: What I liked about the session. Jar 3: What could be improved.

TITLE AND TOPIC OF THE SESSION	Job Interviews: Preparation, Execution, and Reflection
DURATION	140 minutos
OBJETIVES	
<p>1.- Properly prepare for job interviews.</p> <p>2.- Understand key strategies and useful tips for interviews.</p> <p>3.- Practice job interviews to achieve successful outcomes.</p>	
TIMING SCHEME	
1. Presentation of key concepts	30 min
2. Videoforum	10 min
3. Sharing job interview experiences	10 min
4. Interview preparation	20 min
5. Interview tips and advice	10 min
6. Role-playing interviews	60 min
7. Evaluation and feedback	10 min
DESCRIPCIÓN OF TRAINING ACTIVITIES	
<p>1.- JOB INTERVIEW TRAINING SESSION</p> <p>Slide 1: What Does an Interviewer Want to Know?</p> <p>The interviewer wants to determine if you are suitable for the position. They want to find out if you can do the job, if you know how to do it, and if you are motivated for the role. They also try to predict whether you will perform well in the job.</p> <p>Slide 2: Learn to Sell Yourself</p> <p>a) Demonstrate that you want the job, know how to do it, and are capable of performing it. b) Communicate your competencies. c) Show that you are motivated.</p> <p>Slide 3: The Four Stages of an Interview</p> <p>1. Introduction. 2. Core Discussion (which includes three main aspects: education, experience, attitudes, and values). 3. Questions and Clarifications. 4. Closing</p> <p>Slide 4: Preparing for the Interview – Your Appearance</p> <p>Wear clothing appropriate for the position. Avoid clothing that expresses political views, musical preferences, or personal opinions. Maintain good hygiene. Avoid flashy colors.</p>	

This slide includes images of different outfit styles and their meanings.

Slide 5: How to Prepare for an Interview?

Gather all necessary documents (CV, diplomas, etc.). Research the company on its website and in the media. Analyze the job posting. Think about possible questions. Practice explaining your CV: **What do I want to highlight? What additional information should I provide beyond what is in my CV?**

Slides 6-10: Recommendations During the Interview: recommendations during the interview: Smile occasionally, Maintain eye contact, Avoid repetitive movements. Listen to the interviewer. Speak with confidence. Show interest. Introduction: Shake hands firmly. Maintain a comfortable posture. Core Discussion: provide examples (tasks, people, challenges solved, achievements, etc.), speak with enthusiasm, respond naturally, keep a positive tone. Questions and Clarifications: Show interest in the company's work. Be flexible regarding job responsibilities, salary, schedule, etc. muestra interés por el trabajo de la empresa. Muéstrate flexible con las funciones, sueldo, horario, etc. Closing: Be polite and friendly, Show availability, Convey confidence and enthusiasm, Thank the interviewer for their time.

Slides 11-13: Frequently Asked Interview Questions: About the Company: What do you know about our company? Why do you want to work with us? **About Your CV:** Tell me about your work experience. Why did you leave your last job? What were your responsibilities in your previous roles? Among all your past jobs, which one did you like the most and why? About the Job Position: What do you know about this position? Describe your previous experience in this role. Do you have any issues with working early (6 AM) or late (11 PM)? Why should we hire you over another candidate? What added value can you bring to the company? Questions About Attitudes and Values: What are your strengths and weaknesses as a worker? Describe yourself using three positive and three negative adjectives. What are your salary expectations? What are your hobbies?

Slide 14: Key Tips for Interviews Consejos: Memorize your CV, Maintain a professional appearance. Attend the interview alone. Be punctual (arrive at least 10 minutes early). Reflect on your strengths. Identify your weaknesses and prepare strategies to address them. Gather as much information as possible about the job and the company.

Slide 15: Post-Interview Reflection Questionnaire: Questions to analyze what was learned from each interview: What questions were asked? How did I respond? Am I satisfied with my performance? Why or why not? Did I properly prepare for the interview? Did I study my CV thoroughly? What made me most nervous? Did I share any negative information about myself? If so, what? What aspects might the interviewer have liked the most? What might they have disliked? Did I show motivation and enthusiasm for the job? Did I ask questions or make comments? Were they appropriate? How did I handle difficult questions? What mistakes should I avoid in future interviews?

2.- VIDEOFORUM

Next, we will watch two videos related to job interviews. One focuses on common interview mistakes, while the other features scenes from movies that showcase good responses to difficult interview situations with a touch of humor.

Videos in Spanish:

<https://youtu.be/t8po1s5tCDw>

[Entrevista de Trabajo: Los Errores más Frecuentes en la Entrevista](#)

https://www.youtube.com/watch?v=QWRRrCO_AXY

Videos in English:

[Job Interview Mistakes and Tips for Better Interviews | 12 Things to NEVER Say in a Job Interview](#)

[The Upside - Job Interview Scene \(HD\) - YouTube](#)

[The Pursuit Of Happiness - Job interview - Inspirational Movie Scenes Ep. 6](#)

3.- SHARING JOB INTERVIEW EXPERIENCES

We will conduct a discussion where students are encouraged to share their job interview experiences and what they learned from them.

The instructor may also share personal experiences as both an interviewer and interviewee if applicable. This activity is designed to help participants exchange knowledge and receive peer advice.

4.- PRACTICAL EXERCISE: JOB INTERVIEW PREPARATION

The objective of this exercise is to raise awareness of the importance of preparing well for job interviews and to learn effective preparation strategies.

Each student will receive two job postings related to their profile but for different positions. They must complete two practical worksheets analyzing these job offers.

Afterward, participants will share their responses with the group. The instructor will focus on discussing weaknesses and the final question, "**What motivates me about this job?**", to highlight positive aspects and develop a clear and sincere way to express motivations during an interview.

INTERVIEW PREPARATION

NAME: _____

JOB OFFER: _____

Tasks	
Requirements	
Important qualities	
The company	
Working conditions	

Queries		
---------	--	--

WHAT DO I HAVE? MY PROFILE

Training	
Expertise	
Personal skills	

POTENTIAL WEAKNESSES	HOW TO IMPROVE THEM/TRANSFORM THEM INTO A POSITIVE

WHY DOES THIS JOB MOTIVATE ME?

5.- INTERVIEW TIPS

We give the students a sheet with the following recommendations.

6.- INTERVIEW ROLE PLAYING

Positively valued attitudes	Aspects that are negatively assessed
<ul style="list-style-type: none">• Be an easy-going person• Tolerant of overwork• Being pleasant• Tolerant of stress• The ability to organise and plan• The ability to solve problems and implement solutions• Have initiative• Not being an aggressive person• Have self-confidence• Tolerant and flexible• Ability to work in a team	<ul style="list-style-type: none">• Being a passive, indifferent person.• Having inadequate preparation for the level required.• Not knowing how to be, having bad manners, being clumsy.• Being a troublesome person or being confrontational with the interviewer.• Having an unkempt or untidy appearance.• Showing anxiety.• Appearing to beg for the job.• Appearing arrogant.• Not looking at the interviewer. Being defensive.• Being more interested in the salary or other aspects than in the job itself.• Not asking any questions when there are gaps in the interview.

All group members will take turns participating in a live interview. While each person is being interviewed, their classmates will complete an **interview evaluation form**.

After each interview, we will discuss the performance, and the interviewee will receive **feedback from both classmates and the instructor**.

At the end of the exercise, classmates will **hand in their evaluation forms with personalized advice** for each interviewee.

The instructor will conduct the interviews using some of the **common questions** previously discussed, as well as **unexpected or more specific questions** related to the job offer in question.

ANALYSIS OF AN INTERVIEW

Interviewee persons: _____

NON-VERBAL COMMUNICATION

Appropriate dress and image?	
Does the candidate make eye contact or avoid looking at the interviewer?	
What are their gestures like?	
Do they move too much? Do they have repetitive movements?	

LANGUAGE

Is their speech clear and easy to understand?	
Voice tone: too high, too low, or appropriate?	
Speaking pace: too fast, too slow, or appropriate?	
Do they speak with confidence??	
Do they use slang, inappropriate language, vulgarisms, or curse words? If so, which ones?	

WHAT DO THEY CONVEY?

Are they motivated for the job?	
Would they be able to perform well in the role?	
Do they demonstrate experience or the ability to learn?	
Do they provide concrete examples that showcase their skills?	
Do they appear responsible and committed?	
Did they make any mistakes?	

MATERIALS NEEDED

Projector and laptop for the presentation with audio connection.
Printed worksheets: interview preparation, tips and role play evaluation.

EVALUATION

Three glass jars are placed on the teacher's desk and students are given paper handouts. In one jar they put comments on what they have learned, in the second jar comments on what they liked about the session, and in the third jar comments on what should be improved about the session.

BASIC CALCULATIONS AND MONEY MANAGEMENT IN THE WORKPLACE

Training in basic financial skills enriches any Supported Employment (SE) program. This will enable beneficiaries to manage their income properly and understand concepts such as salary, deductions, investment, expenses, savings, and budgeting. Active participation in the community requires a certain level of economic independence. Financial education is a process of acquiring knowledge, skills, and attitudes to make informed and responsible financial decisions. Achieving economic stability improves quality of life.

Another important aspect is that SE service users acquire skills in areas required by companies. Often, employees with disabilities are assigned routine and repetitive tasks which, while necessary within the organization, do not provide real added value or offer growth opportunities. This limitation in their roles reduces their chances for promotion and professional development, keeping them in undemanding positions with no prospects for advancement. However, acquiring new knowledge and skills, such as financial education and training in different work areas, allows them to expand their competencies, take on greater responsibilities, and demonstrate their potential, thus promoting their inclusion in more recognized and promising positions within the company.

This section offers basic calculation exercises based on real-life experiences. Additionally, an Excel document has been created to provide an initial introduction to the possibilities of this tool.

Exercise 1: Yogurt cake sale

You work in a café and propose selling a yogurt cake you recently learned to make. You are asked to calculate the cost of the recipe to analyze the viability of selling the cake to customers. If the profit is greater than €8, your cake will be put on sale.

You need to know:

How much do the ingredients cost?

Each cake mold yields 10 medium-sized slices.

What is the profit if each slice is sold for €1.50?

We are not considering labor costs or utility expenses.

Ingredients:

1 natural yogurt: €0.50

1 yogurt measure of sugar: €0.30

1 yogurt measure of oil: €0.40

2 eggs: €1.00

1 packet of yeast: €0.20

1 yogurt measure of flour: €0.60

Concept	Calculation	Solution
Total ingredient cost	$\text{€}0.50 + \text{€}0.30 + \text{€}0.40 + \text{€}1.00 + \text{€}0.20 + \text{€}0.60$	$\text{€}3.00$
Revenue from selling 10 slices	$10 \times \text{€}1.50$	$\text{€}15.00$
Profit	$\text{€}15 - \text{€}3$	$\text{€}12.00$
Is it feasible to sell?	Profit > $\text{€}8$	Yes

Exercise 2: Loyalty Campaign

You work in a café as a customer service representative. You propose a customer loyalty campaign, which consists of giving a personal-use card with 10 beverage purchases (coffee and/or tea), where the 11th drink is free. The promotion is valid for three months from the first visit. The campaign will be considered successful if 75% of participants claim their free drink.

Each card has a unique number, and one of the 10 circles on the back will be punched with your café's logo on each visit. Once the free drink is redeemed, you keep the card for the final count.

At the end of three months:

175 cards were distributed.

137 punched cards were returned (meaning 137 free drinks were given).

Percentage of customers who received the free drink:

$$175 = 100\%$$

$$137 = 78.28\%$$

Since the percentage exceeds 75%, the campaign is successful.

Total beverages sold as part of the campaign:

$$137 \times 10 = 1,370 \text{ beverages}$$

Total gross revenue (excluding operational costs):

$$1,370 \times \text{€}1.50 = \text{€}2,055$$

Total cost of free drinks:

$$137 \times \text{€}1.50 = \text{€}205.50$$

Concept	Calculation	Solution
Distributed cards		175
Redeemed cards		137
Success rate	$(137 \div 175) \times 100$	78.28%
Is it a successful campaign?	$\geq 75\%$	Yes
Drinks sold (10 per card)	137×10	1,370
Gross revenues	$1,370 \times \text{€}1.50$	$\text{€}2,055.00$
Free drink cost	$137 \times \text{€}1.50$	$\text{€}205.50$

Exercise 3: Open house event

You are organizing an open house event for the organization where you work. Families are invited to learn about key projects, followed by a small reception for socializing.

You are given a €25 budget for refreshments.

Confirmed attendance: 20 people

Shopping list:

2 packs of cookies (20 per pack): €5

1 pack of tea (30 units): €3

1 pack of coffee capsules (10 units): €4

2 bags of mixed nuts (almonds and walnuts): €8

Remaining budget after purchase:

$\text{€25} - (\text{€5} + \text{€3} + \text{€4} + \text{€8}) = \text{€5}$

What should you do to ensure no one runs out of coffee?

Buy another pack of coffee.

Is this viable with the given budget?

Yes, because:

2 packs of cookies: €5

1 pack of tea: €3

2 packs of coffee: €8

2 bags of nuts: €8

Total: €24

Concept	Calculation	Solution
Available budget		€25.00
Cookies (2 packs)		€5.00
Tea (30 units)		€3.00
Coffee (1 pack)		€4.00
Nuts (2 bags)		€8.00
Total initial expenditure	$\text{€5} + \text{€3} + \text{€4} + \text{€8}$	€20.00
Remaining budget	$\text{€25} - \text{€20}$	€5.00
Can you buy more coffee?	1 pack costs €4.00	Yes
Total with extra coffee		€24.00

Exercise 4: New Year's Promotion

You work at the front desk of a yoga school. The marketing team launches a New Year's promotion:

The monthly fee for unlimited classes is €50.

A 20% discount is offered for those who pay 6 months in advance.

How much do customers pay if they pay monthly?

$$€50 \times 6 = €300$$

How much do customers pay if they take the discount?

20% discount per month:

$$€50 \times 0.20 = €10$$

New monthly price with discount:

$$€50 - €10 = €40$$

Total for 6 months:

$$€40 \times 6 = €240$$

Total savings: €60

Concept	Calculation	Solution
Monthly payment without discount	$€50 \times 6$	€300.00
Monthly discount (20%)	$€50 \times 0.20$	€10.00
New monthly price	$€50 - €10$	€40.00
Total with discount	$€40 \times 6$	€240.00
Total savings	$€300 - €240$	€60.00

Exercise 5: Swimming equipment

You are a swimming instructor and need to purchase equipment for a baby swimming group (12 children under 3 years old).

Shopping list:

$$12 \text{ balls (€2 each)} = €24$$

$$12 \text{ pool noodles (€1.50 each)} = €18$$

$$2 \text{ floating mats (€32.75 each)} = €65.50$$

$$1 \text{ small slide (100x65x50 cm)} = €355.64$$

When you get to the checkout to pay, they tell you that, as a frequent customer, you get a 15% discount on the total purchase value.

If €463.14 is 100%, how much is 85%? (Using the rule of three)

85% is €393.66

The discount is €69.48

Total before discount:

$$€24 + €18 + €65.50 + €355.64 = €463.14$$

15% discount for being a frequent customer:

$$85\% \text{ of } €463.14 = €393.66$$

Total discount: €69.48

Concept	Calculation	Solution
Balls	$(12 \times €2.00)$	€24.00
Float $(12 \times €1.50)$	$(12 \times €1.50)$	€18.00
Mats $(2 \times €32.75)$	$(2 \times €32.75)$	€65.50
Tobogan		€355.64
Total without discount		€463.14
Discount (15%)		€69.48
Total with discount		€393.66

Exercise 6: Swimming lessons

You are a swimming instructor, and the course is about to end. One of the requirements to qualify for a spot in the next level is to have had an attendance rate above 85% during the current course, which has included 32 swimming sessions. Absences due to medical or properly justified reasons will not be counted for this purpose.

Juan - 30 sessions

Mariel - 32 sessions

Norma - 25 sessions

Fernando - 27 sessions

Raquel - 7 sessions

Gemma - 19 sessions

Mateo - 29 sessions

Luis - 32 sessions

Marta - 23 sessions

Lucía - 29 sessions

Solution (by rule of three):

Juan - 30 sessions = 93.75%

Mariel - 32 sessions = 100%

Norma - 25 sessions = 78.12%

Fernando - 27 sessions = 84.37%

Raquel - 7 sessions = 21.87%

Gemma - 19 sessions = 59.37%

Mateo - 29 sessions = 90.62%

Luis - 32 sessions = 100%

Marta - 28 sessions = 87.5%

Lucía - 29 sessions = 90.62%

For the next course, due to its complexity, there are only 8 spots available. If those with at least 85% attendance automatically qualify, how many spots remain open to the general public? 2 spots

Concept	Calculation	Solution
Juan	30/32	93.75%
Mariel	32/32	100%
Mateo	29/32	90.62%
Luis	32/32	100%
Marta	28/32	87.5%
Lucía	29/32	90.62%
Available		2 available

Exercise 7: Swimming lessons

You have opened your own English school. The profits are still modest, but you have reached your break-even point (the level of income and costs at which the profit is zero). However, you need families to contribute €15 at the beginning of the school year for materials and other activities. Any money not spent during the current course will be carried over to cover expenses for the next course.

In the current course, we look at the case of a group of six 4-year-old children. **What is the total amount collected at the beginning of the course?**

$$6 * €15 = €90$$

An amount of €2.50 per student has been spent on materials, €3 per student on the class book, and €4 per student on a ticket to an English improvisation theatre.

How much of the initial amount has been used?

How much money will be carried over to the "savings fund" for the next course?

- Total spent per student: $€2.50 + €3 + €4 = €9.50$
- Total spent by the group: $€9.50 * 6 = €57$
- Amount carried over to the next course: $€90 - €57 = €33$

Concept	Calculation	Solution
Income from materials	$6 \times €15$	€90.00
Expenditure per student	$€2.50 + €3.00 + €4.00$	€9.50
Total expenditure	$€9.50 \times 6$	€57.00
Savings next course	€90 - €57	€33.00

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