

GUIDELINES ON SERVICES PROVIDED BY JOB COACHES

SET I

TOOLKIT FOR JOB COACH RECRUITMENT



POLSKIE FORUM OSÓB NIEPEŁNOSPRAWNYCH

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MAŁGORZATA GORĄCY

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INTRODUCTION

Supported employment means, according to EUSE (European Union of Supported Employment), “providing support to people with different disabilities or other disadvantaged groups to secure and maintain paid employment on the open labour market”. This definition has its slightly modified versions in many different countries, but every version contains three elements which are essential for the European model of supported employment:

1. paid employment,
2. employment on the open labour market,
3. employment with ongoing support.

In order to implement the values and guiding principles of supported employment, in accordance with EUSE’s European standard and the good practice of the implementers in many countries, a five-stage process of support for persons with disabilities (supported employment clients) has been adopted as a benchmark for the implementation of the model in Poland.

The stages are:

- engagement of the person with disabilities (client),
- vocational profiling,
- job finding,
- employer engagement,
- on-/off-the-job support .

At each stage of the supported employment process, the key role is played by the job coach. Therefore, the creation of a job coach’s vocational profile requires the following questions to be answered:

1. Who can be a supported employment coach?
2. What tasks will they carry out (scope of duties, context of activities)?
3. What are the personality traits, knowledge and skills that job coaches should have in order to fulfil their duties?
4. What should be done in order to employ the right people as job coaches so that they ensure the proper quality of supported employment services?
5. How should candidate recruitment and selection for the position of job coach be conducted?

CHAPTER I

THE PROFILE OF A JOB COACH

A COMPETENCE-BASED APPROACH IN HUMAN RESOURCES MANAGEMENT

The candidate's competence profile is defined in order to state precisely what kind of person we are looking for, and what traits and skills an ideal candidate for the given position should have.

The competence profile is a set of vocational competences (knowledge, skills, personality traits, demeanour, behaviour) characteristic of the given job position. The selection of key competences for the position of job coach and the desired level of each competence will make it possible not only to prepare candidate selection tools, but also to continuously assess the coaches' work, specify their development paths and manage numerous other key elements of personnel policy.

COMPETENCE STRUCTURE FOR THE POSITION OF JOB COACH

The competence profile of a job coach has been defined using international supported employment standards and many years of experience in projects carried out across the whole country (including the experience described in the results of research conducted as part of the project "Job coach as a means of increasing employment level of disabled persons").

The profile includes both "basic" competences (related to effective functioning in various situations in the course of the job coach's task performance) and "workshop" competences (related to planning, accomplishing and evaluating tasks).

A job coach's work is based on fundamental values defined in the supported employment programme, which the coach acquires, develops and strengthens during his work and cooperation with other people in the team. Among these values are, notably:

- treating all people with dignity and respect,
- focusing one's efforts on the individual client who is developing or using their potential skills and widening their relationships,
- creating conditions for the empowerment of clients by letting them make choices and control the process,

- promoting social and professional inclusion, understood as offering persons with disabilities access to common or generally available places or activities as well as the opportunity to fulfil every social role.

In the supported employment process, job coaches carry out diverse tasks that require them to have a number of personal skills and competences. Below, we present a description of the position of job coach at each of the five stages of supported employment, including a detailed description of tasks carried out at each stage.

CHAPTER II

DESCRIPTION OF THE POSITION OF JOB COACH

<p>THE AIM OF THE POSITION</p>	<p>The aim of the position of job coach is to ensure optimal conditions for people with disabilities who need individual support in accordance with the five-stage supported employment process to gain and maintain employment.</p> <p>The coach finds appropriate opportunities for training and employment on the open labour market and supports clients in achieving their goals. Together, they create conditions for clients' optimal adaptation in environments that offer natural support.</p> <p>A job coach always works in a team, under the supervision of an authorised person – the coordinator of the team (a mentor) or a different person appointed by the organiser of supported employment services. The job coaches' employer is an organisation or an institution that provides external supported employment services to employers on the open labour market.</p>	
<p>COOPERATION</p>	<p>Internal – in accordance with the employer's work structure and organisation</p> <ul style="list-style-type: none"> • mentor/coordinator of a team of job coaches, • job coaches. <p>External (always in agreement with the client and with their maximum engagement):</p> <ul style="list-style-type: none"> • employers' representatives, • specialists necessary in the course of the supported employment process for the given client (e.g. psychologist, careers consultant, social worker, personal assistant, medical doctor), • the client's family, people from the client's environment, • in order for the coaches to increase their competence and motivation, they should keep in contact with supported employment experts, practitioners and clients met during special training courses/educational programmes. 	
<p>PROFESSIONAL RELATIONSHIPS</p>	<p>Job coach coordinator (mentor)</p>	<p>Responsibility for the task and the team of job coaches</p>
	<p>Job coach</p>	<p>Performance of the job coach's current tasks</p>

STAGE I – CLIENT ENGAGEMENT

The first stage of supported employment consists of a wide range of activities, of which some might be specific to certain groups of people with disabilities. The appropriately conducted engagement of a job seeker is necessary to ensure the right conditions for the candidate to make a conscious choice and become certain to get the service they need within a process that is clear to them. From the very beginning of the process, the activities must be person centred, and should reflect the client's individual characteristics with full respect of their needs and wishes.

The tasks of the job coach:

a) Recruitment

- conducting individual and group recruitment meetings.

b) The coach and the client presenting themselves. Presentation of the supported employment programme

- building the coach-client relationship (making a connection, the coach presenting himself/herself, building a sense of security in the relationship, taking into account the forms of communication that meet the client's needs);
- arousing the disabled person's interest in the services by introducing them to the aims, principles, and stages of supported employment, showing the role of the coach in the process and the opportunities that are open to the client (e.g. by presenting convincing positive examples);
- creating favourable conditions for the presentation of oneself, adapting forms of communication to the client's needs and capabilities.

c) Collection of initial/basic client data

- collecting such information as: the client's preferences, motivation, interests, expectations, predispositions, family background;
- if such a need arises, contacting relevant people from the client's environment (e.g. family members, doctor, social worker), along with obtaining approval for the contact.

d) Developing and concluding a contract

- introducing the person with disabilities to the formal and legal conditions related to employment,

- noticing the client's possible anxiety and fears in regard to the new situation, helping them to overcome these fears and supporting them in building confidence in their own competence, on the basis of the resources previously identified,
- ensuring that the parties reach mutual understanding regarding their roles, limitations, rights and obligations in the supported employment process,
- signing a contract for the client's participation in the supported employment process.

STAGE II – VOCATIONAL PROFILING

Supported employment gives persons with disabilities job seekers the opportunity to actively choose a job in accordance with their aspirations, interests and needs. The supported employment process is based on planning, during which the clients are encouraged to make their own professional choices and design activities to boost their development, according to their interests and professional aspirations.

The most important elements are a client-centred approach, a good relationship with the client and the appropriate attitude of the coach, who carries out his/her tasks with passion and believes that it is possible for every person with disabilities to find a job.

The tasks of the job coach:

Vocational profiling (finished when the mentor approves the profile), which should include the following forms of support:

- a) cooperative diagnosis of the client's resources and difficulties**, including,
 - diagnosis of the client's preferences and professional predispositions,
 - diagnosis of the client's social competences,
 - practical workshops in a company (1- or 2-day "job samples" in different positions, if the client expresses such a need),
 - group workshops in social competence and active navigation around the job market;
 - individual consultations/individual support on social competence;
- b) creation of an Individual Vocational Profile and an Action Plan**, including:
 - strengthening the client's motivation to participate in the supported employment process (by inspiring them, reinforcing their aspirations, presenting attractive

examples, indicating the types of needs that could be fulfilled through professional activity),

- establishing with the client whether there is a need to cooperate with people from their environment (family, close relatives and partners) in the course of the planned supported employment process; obtaining their consent and starting cooperation,
- developing an Action Plan with the client, including an individual plan to acquire necessary social competences,
- developing a strategy to support the employee in the further development of their career,
- finalising the Individual Vocational Profile, including the Action Plan.

The coach engages in all the above activities and uses his/her knowledge and experience to help the client to create a vocational profile; however, they should not create the profile for the client.

STAGE III – JOB FINDING

Employers play a key role in enabling the candidates to enter the labour market. The process of engaging the employer requires the job coach to be professional and aware of the fact that the employer has to fulfil their business goals and run their business in an efficient way. The coach should perceive the employer as a customer of their services and thus take into account the employer's needs, problems and doubts.

Finding a job is the key stage in the supported employment process. Its success may be influenced by current needs and local capacities of the labour market. There is no one ideal way to find a job, and the job coach has to consider a number of activities that best meet the needs of the interested parties (the client and the employer).

The tasks of the job coach:

a) Supporting the client in creating application documents

(drawing up a CV, cover letter, possible recommendations/credentials, etc.).

b) Identifying potential workplaces in cooperation with the client, according to the client's previously elaborated vocational profile, including:

- analysing labour market resources in the client's environment, through e.g. participation in local job fairs,

- analysing vacancy advertisements online and in the press (in a form adapted to the client's specific communication needs),
 - cooperation with employment offices and other labour market entities – using the services they offer,
 - responding to advertisements,
 - recognising missions, visions, structures and the financial health of different companies with regard to the socially-friendly activities they engage in – this is in order to pre-select potentially reliable workplaces for the client; creating and updating the network of employers,
 - presenting supported employment services to identified employers
- c) **Supporting the client in starting and completing individual continuous work placements** in chosen positions (this is optional), as well as helping the client to choose an employer who most fulfils the criterion of concordance between the needs of the company and the client. The duration of the placement should not exceed several weeks in one workplace.
- d) **Supporting the client in undertaking a local placement** or in organising an individual placement (this is optional).

STAGE IV – EMPLOYER ENGAGEMENT

Activities at this stage depend on whether or not the job offer was provided by an employer who had already been engaged in supported employment or by one who will be engaging for the first time. For the purposes of the present document, we assume that the employer does not have any experience in working with job coaches.

The tasks of the job coach:

a) **Direct contact with the employer**

- presenting key information about supported employment services and encouraging the employer to see for themselves the benefits that result from the participation in the programme; at the same time, identifying tasks that the client would be able to perform,
- presenting the role and tasks of a job coach in the process of employment and monitoring the client's work; negotiating the optimal extent of the job coach's

participation in the supported employment process within the company, having taken into account the company's characteristics.

- identifying the position, analysing the tasks (activities) that are performed in the given position and defining the extent of the job coach's support necessary for the person with disabilities in the process of their adaptation,
- providing a reliable introduction to the employer of the person with disability's potential as an employee in the company – this will be on the basis of job matching. If the meeting takes place without the client, the coach presents what was agreed earlier with the client.

b) Introducing the client to the conditions of employment in the given position

- presenting the type of position, required skills, work environment, form of contract, basis of employment, wage, etc.,
- the client's decision.

c) Supporting the client in their preparations for the job interview for the given position, with particular consideration given to the client's image (e.g. appearance, good manners, appropriate questions, form and way of communicating, the coach's participation in the interview); identifying and working on the client's individual and/or specific difficulties (e.g. with verbal expression, dissatisfaction with their appearance, understanding of certain terms or situations).

d) Preparing the employer and co-workers for working with the client

- preparing the employer and co-workers for the client's possible unusual behaviour, appearance, way of communicating or moving, etc. and providing information on the appropriate ways to communicate with the client; if the meeting takes place without the client, the coach presents what was agreed earlier with the client.

e) Organising a three-person meeting (job seeker, coach, employer)

- during the meeting, the conditions of employment should be negotiated and a common, most effective communication channel should be established.

f) Supporting the client and the employer in employment procedures

- supporting the client in medical examinations (with an occupational physician, sanitary), signing the contract, etc.,
- providing the employer with information (possible and reasonable accommodation for persons with disabilities, both cost-free and non-cost-free).

STAGE V – ON/OFF THE JOB SUPPORT

The tasks of the job coach:

a) Formal support for the client

- OHS training (in accordance with the client's individual needs, resulting e.g. from communication barriers, as with deaf or speech-impaired people) and support in consulting the employer's internal regulations,
- establishing final cooperation rules between the job coach, the employer and the disabled employee,
- if the employment contract is terminated (regardless of the cause), supporting the client in quitting and accepting the loss of the job; summarising the experience gained and supporting the client in formulating conclusions; analysing the consequences of the situation (positive and negative); helping the client to initially formulate a subsequent course of action (as well as contacting the client's family if the client expresses such a need).

b) Supporting the client in fulfilling their work duties

- supporting the client in using means of transport, choosing the right attire for work, consulting the daily schedule, communicating, etc.,
- on-the-job training,
- monitoring the client's work, including: monitoring the client's achievements and difficulties at work, adapting the extent of support to the quality and effectiveness of the client's work - in agreement with their immediate superior and (as far as possible) with the job coach's coordinator/mentor, possible contact with the client's family or other relevant people; **periodic performance evaluation and compensatory training**,
- supporting the client in their adaptation to the workplace; adapting the support to current needs; reacting to difficult situations,
- analysing the client's current workplace situation together with the client; dynamic recognition of the extent of necessary support; if needed, increasing support in the form of additional on-the-job training or short-term **intervention / supplementary training**.

c) On-the-job coaching/social support

- supporting the client in establishing a relationship with their direct superior and co-workers,

- getting to know the work environment, customs and practices in the company and explaining them to the client in an accessible manner, drawing the client's attention to key elements,
- identifying a co-worker who could be a mentor for the client – organising natural support in the team,
- identifying and reinforcing the client's social skills that may help them to adapt to the workplace,
- creating conditions for mutual assessment of the cooperation (coach – client),
- assisting the client in self-assessing the quality of their work, progress and level of satisfaction,
- reinforcing the disabled person's identification with the workplace and the role of employee,
- using an individualised motivation system for the client, appropriate for stage of employment, level of the client's engagement, quality of their adaptation, work performance, employer's expectations and needs.

d) Off-the-job support

- **formal and legal support:**

- support in all formal and legal issues related to taking up a job (such as remuneration vs. benefits, etc.); economic education adapted to the client's current financial situation; allowing the person with disabilities to maintain as much of their autonomy as possible.

- **social support:**

- support in maintaining and developing social relationships,
- possible continuation of contact and cooperation with the family, according to the current situation and the client's needs,
- supporting the client in reconciling their professional role with previous or new forms of activity, such as attending a support centre or additional classes, developing their interests and creating a hierarchy of them, organising their own day; encouraging the client to take up constructive free time activities,
- possible contact and exchange of information with medical and social care institutions.

CHAPTER III

RECOMMENDED WORKING CONDITIONS OF A JOB COACH

FORM OF EMPLOYMENT	<ul style="list-style-type: none"> • recommended – employment contract (advisable: task-based working time contract) • acceptable – civil law contract (especially for job coaches new in their jobs)
WAGES, FORM OF REMUNERATION	<ul style="list-style-type: none"> • reasonable wage, appropriate for the work performed, depending on the financial capacity of the employer, suggested minimum total cost (gross plus employer's costs) at the level of average salary • ensuring that job coaches' wages are continuously financed (system activities, not projects)
WORK TIME AND PLACE	<ul style="list-style-type: none"> • work time and other conditions in accordance with the Labour Code (work time not exceeding 40 hours a week, in quarterly settlements) • workplace: the coach's employer's workplace and places where the coach carries out their tasks
WORK TOOLS	<p>Necessary, material:</p> <ul style="list-style-type: none"> • public transport tickets/other costs related to the coaches movements while carrying out their tasks • telephone cards/top-ups (allowing the coach to remain in constant contact with clients, employers, their team, etc.) • access to a computer and the Internet • other instruments necessary when cooperating with people with specific needs (e.g. video camera, audio-description) <p>Necessary, non-material:</p> <ul style="list-style-type: none"> • the backup of cooperating organisations, institutions or people (e.g. institutions for disabled adults), including access to a careers consultant, psychologist, lawyer • constant access to team mentoring and coaching • coordinating, monitoring and supervising work • training events to increase the skills necessary in the performance of the job coach's tasks, opportunities to take part in study visits and meetings concerning supported employment

CHAPTER IV

DEFINITION OF COMPETENCE REQUIREMENTS FOR THE POSITION OF A JOB COACH

Taking into consideration the requirements for the position of a job coach and the coach's tasks, we present below a detailed description of the competences that significantly help the job coach to fulfil all the goals of their position.

PERSONAL COMPETENCE (EMOTIONAL AND MOTIVATIONAL, WAY OF PERCEIVING)

Competence	Description in relation to the nature of the job coach's work
Appropriate attitude towards the role, engagement (personal motivation)	<ul style="list-style-type: none"> • The coach has a positive attitude towards their work – they work with passion. They believe that everyone can develop and work, and consciously oppose stereotypical attitudes towards the possibilities of social and professional development of persons with disabilities. They recognise, value and respect every person's individuality. They want to assist clients in achieving their goals, and make it easier for them to receive greater support in their natural environments. • They are engaged in their work, demonstrate initiative, determination to overcome difficulties, and readiness to make exceptional effort if needed. They are motivated in their activities, and develop their own and their clients' motivation. They are focused on improving their results, set new, more difficult goals, support others in their efforts (especially clients). At the same time, they notice opportunities that arise and suggest specific, realistic, more efficient solutions in their work or the work of their team. • They value and promote social and professional inclusion, which means offering every person access to all places of activity and the opportunity to fulfil meaningful social roles.
Openness, readiness to cooperate with other people, including people with special needs	<ul style="list-style-type: none"> • The coach enjoys meeting new people, is not prejudiced against anyone and tries not to judge others on first impressions. They make new connections easily. They are open to different opinions, new ways of acting and methods of working. • They do not put up barriers between themselves and other people. They are open to new experiences, want to prove themselves in new situations or try something they have never tried before.

Competence	Description in relation to the nature of the job coach's work
Empathy	<ul style="list-style-type: none"> The coach wants to, and tries to, focus on understanding other people and on being understood by them. They are able to imagine the psychological states of other people (emotional empathy), adopt their ways of thinking, and look at reality from others' perspectives (cognitive empathy).
Empowerment of others	<ul style="list-style-type: none"> The coach treats all people with respect; this includes persons with disabilities, employers and co-workers – they assume everyone is equal. The coach assumes that what they do is not done for themselves, but for the person who they support. The person with disabilities is the SUBJECT of their activities. In every situation, they strive to empower their client, and leave choices and the control of the situation to them. They understand that their cooperation with the client has to reinforce the client's identity.
High level of ethical principles, readiness to take responsibility, professionalism	<ul style="list-style-type: none"> The coach carries out their tasks according to the ethical principles they believe in, as well as the values and work standards of the company. They are honest, sincere, and loyal even in difficult situations. They always maintain confidentiality and discretion towards the client and the employer. They openly present their stance and intentions, at the same time promoting this open attitude among others. They abide by rules and regulations, act according to the principles and procedures of the company, protect confidential information. They are ready to take personal responsibility for their performance of tasks and duties, and to face both the positive and negative consequences of the effects of their own, or their team's, work. They openly admit their mistakes, take responsibility for them and strive to correct them. They predict the consequences of different tasks performed not only by themselves, but also by the client. They prevent the performance of tasks that could have negative consequences. They make realistic commitments and make sure that the clients make such commitments as well. They strive to create a positive image of the company through their actions and demeanour. They care about the company's interests, exceeding their basic responsibilities if needed. They set an example for others to follow.
Emotional maturity, psychological resilience, assertiveness	<ul style="list-style-type: none"> The job coach is emotionally mature. They are able to cope well with negative emotions, accept their own weaknesses, and pass this skill on to their clients. They control their emotions, react calmly to criticism or provocation, do not enter into confrontation, try not to allow crises to develop. They are psychologically resilient. They can cope with crises, setbacks, defeats and traumatic experiences. They attain set goals while maintaining a good psychological condition despite pressure and obstacles. They can work in difficult conditions, perform their work effectively and efficiently even for long periods, thus helping the client. They can remain focused while multitasking, providing support for the client at all times.

Competence	Description in relation to the nature of the job coach's work
Emotional maturity, psychological resilience, assertiveness	<ul style="list-style-type: none"> • They are assertive, set limits in a firm and unambiguous way and can effectively defend them. They do not easily give in to the manipulation and emotional pressure of others. They openly express their opinion, even when it differs from other people's. They formulate their convictions and needs in a way that does not infringe the rights or hurt the feelings of other people. They are able to defend their own interests while maintaining good relationships with co-workers, clients, etc. • They support others in expressing their dissatisfaction and other negative emotions while caring about the feelings of other people; they demonstrate how to pass on constructive criticism.

SOCIAL COMPETENCE (RELATIONAL)

Competence	Description in relation to the nature of the job coach's work
Ability to establish and build relationships, communication skills	<ul style="list-style-type: none"> • The job coach sees the need for positive relationships with people (clients, co-workers, people from other institutions and organisations), wants to establish such relationships and is able to do so. They can work with people in a partnership and understand what this means. • They are open to, and sincerely interested in, other people's opinions, actively initiate communication in order to exchange experiences, opinions, views and information. They listen attentively, take into account the opinions of others, and ask for missing information. They avoid interrupting others, follow the speech and reasoning of their interlocutor, make sure they understand correctly. • They communicate effectively by presenting their thoughts in a comprehensible way, by listening attentively and actively to what others say, both in speech and in writing. They adjust their way of communicating to the client's specific needs – formulate thoughts smoothly, clearly and precisely, adapt content and form to the recipient. • They support the client and the client's co-workers in initiating communication (adapted to the client's needs), create space and opportunities to establish contact, encourage, inspire, and give them courage to facilitate exchanging information. They help the client with formulating comprehensible thoughts, explain their sense, clarify what is incomprehensible.

Competence	Description in relation to the nature of the job coach's work
<p>Ability to cooperate and work in a team, ability to motivate themselves and others</p>	<ul style="list-style-type: none"> • The job coach can work as part of a team. Their attitude and actions have a strong and positive influence on other people, including co-workers who have different opinions. The coach integrates and motivates the team effectively, even in very difficult situations. They regularly and skilfully remind others of goals and the requirements of tasks, even when everything is going according to plan. • They set a personal example of engagement and enthusiasm. Their attitude and behaviour increase others' motivation. They skilfully provide full feedback, positively influencing co-workers' engagement, regardless of the type of information. They motivate themselves and the client to increase efforts and attain the goals they have set for themselves. They appreciate work and praise achievements while ensuring that tasks are adapted to the client's skills. They use different methods of engaging the client, adapted to the client's individual situation. • They constantly gain knowledge and experience, want to improve their work, introduce positive changes in the work environment and their own professional life.
<p>Good manners, tact and diplomatic skills</p>	<ul style="list-style-type: none"> • The coach behaves, communicates and treats others in a way that indicates a high level of personal culture. They are aware that their behaviour directly influences the quality of interpersonal relationships and the image of the organisation. They maintain this skill even in difficult situations. • They have facilitation skills, understand that their role is to enable clients and partners to cooperate in full mutual understanding of individual and common goals. They are discreet towards their clients and co-workers. • They observe the rules of conduct in every employer's workplace (including dress code, code of behaviour, etc.).

COGNITIVE COMPETENCE (WAY OF THINKING, RESEARCHING AND COLLECTING DATA, ANALYSIS AND INFORMATION, DRAWING CONCLUSIONS)

Competence	Description in relation to the nature of the job coach's work
Ability to observe, think analytically and plan	<ul style="list-style-type: none"> • The job coach notices numerous aspects of reality, searches for and uses large amounts of various information in their work, analyses it, recognises cause-and-effect relationships and draws reliable conclusions. • They use their analytical skills to make good decisions. They determine the causes of mistakes and errors that are made and learn how to avoid them in the future. They take into account not only what they have done in order to adequately support the client, but also what they should have done. • They analyse information on the client's progress and the level of completion of set goals, react flexibly and suggest modifications to the action plan. They are aware of how their comments, evaluations and opinions influence the client and their self-confidence. They provide the client with feedback, which is as constructive as possible and concerns not the client personally, but the effects of their work.
Flexibility and creativity	<ul style="list-style-type: none"> • The job coach is open, has cognitive flexibility and desire to learn new things. They have an open mind. They are able to think creatively in order to improve existing solutions (e.g. in the workplace) and notice areas that need changing. • They have the courage and ability to think independently while taking into account many different perspectives, including ones that differ completely from their point of view.
Readiness to gain knowledge, self-awareness	<ul style="list-style-type: none"> • The job coach is ready to improve their qualifications, including the necessary skills to perform their tasks, forms of communication adapted to the needs of persons with disabilities (sign language, forms and methods of non-verbal communication), marketing and sales skills. • The job coach understands their role, and the goals and limitations of their activities. They are self-critical.

EXECUTIVE COMPETENCE (BEHAVIOURS)

Competence	Description in relation to the nature of the job coach's work
Person centred and goal-oriented activity	<ul style="list-style-type: none"> • The job coach uses the person centred approach in their activities in order for the clients to use and develop their skills and broaden their relationships. They demonstrate a positive attitude and flexibility towards the client's changing needs and situation, and suggest new, better solutions on their own. • They treat every client individually, adapting the services to the client's current needs. They guide others with their attitude and behaviour and create standards for the individual relationship with the client.
Work organisation, availability, flexibility and independence of action	<ul style="list-style-type: none"> • The job coach can work without supervision, searching on their own for necessary information and solutions to current problems. They organise their work time on their own. They are able to work just as well in a team. • They can effectively plan and organise their work. They use their work time to the fullest. • They carry out tasks resulting both from the client's and employer's needs. When cooperating with several clients at the same time, they are aware that their work time is irregular and flexible.
Perseverance, consistency, conscientiousness and accuracy	<ul style="list-style-type: none"> • The coach consistently and punctually carries out their tasks, including difficult or monotonous ones. They always work systematically, regardless of whether they are monitored or not. They teach others how to be systematic. They keep up a steady and systematic pace of work, supporting others in maintaining a steady and effective pace and correcting them if needed. • They have a positive attitude towards difficult situations and mobilise others to approach emerging problems in a constructive way. They support others substantially as well as emotionally (offering comfort). They make constant new attempts despite failures, do not give up, motivate the client not to become disheartened, support them in new attempts, and help to modify methods of action and search for effective solutions. • Consistently, not succumbing to influence, they teach the client how to be consistent in their activities, help them to persevere in their resolutions, show how not to yield to influence.

Competence	Description in relation to the nature of the job coach's work
Ability to transfer knowledge (training skills)	<ul style="list-style-type: none"> • The coach is ready to constantly improve their knowledge and regularly broaden it. They try to make use of various sources, and regularly search for the most current information. • They have the ability to pass their knowledge on to others, share their experience and shape new skills. They encourage their clients' development by providing them with motivational feedback in a way that not only motivates them to further develop, but also makes them ready to increase their efforts and engagement (the coach appreciates progress, shows recognition, inspires, and shows enthusiasm). • The coach adapts and modifies their message, depending on their interlocutor (client, employer, person from the client's environment), the situation and the topic of the message. They use their communication skills to communicate to their recipients in the fullest way, both in terms of content and emotion.
Sales and marketing skills	<ul style="list-style-type: none"> • The coach systematically learns about and analyses the local labour market and market mechanisms, and regularly updates their knowledge, using the various sources of information available to them. • They believe in the efficacy of supported employment and can promote its values. Their enthusiastic attitude encourages others to participate in the implementation of the model in systemic solutions. • The coach, thanks to their demeanour and attitude towards the tasks at hand, is able to efficiently convince employers to employ persons with disabilities as well-prepared and motivated candidates for specific positions in their companies.
Negotiation and mediation skills	<ul style="list-style-type: none"> • The coach facilitates efficient coping with various difficult situations that appear in the relationships between clients, parents, supervisors, co-workers. They teach others the right behaviour and show optimal ways of solving problematic and difficult situations.

CHAPTER V

RECRUITMENT AND SELECTION OF CANDIDATES FOR JOB COACHES

The final aim of recruitment and selection is to employ an appropriate person for the specific position of supported employment coach. The right preparation and execution of the recruitment and selection process guarantees the sustainability and stability of the candidate's employment.

The whole process of recruitment and selection has to be conducted in accordance with the values, aims and norms that define the five-stage supported employment programme, as well as the culture of the organisation which employs job coaches.

During recruitment and selection, the factors that should be taken into consideration in the first place are individual competences/qualifications that the candidate presents in reference to the described vocational profile of a job coach, and years worked, professional experience or the kind of work performed are secondary.

Taking good practice into account, we recommend that the recruitment and selection process be a three-stage activity:

- I Announcement concerning the recruitment of job coaches
- II Analysis of applications (first stage of selection)
- III Interviews and active forms of candidate engagement (second stage of selection)

Below, we present guidelines for the efficient and effective execution of all three stages of recruitment and selection.

I Announcement on the recruitment of job coaches

A vacancy announcement should clearly state the position's specifics, tasks that will be performed in the position and, most importantly from the point of view of the recruiter, requirements that the candidates for the given position must fulfil.

On the basis of the requirements stated in the announcement, we seek the best candidate for the vacant position.

A PRESS ANNOUNCEMENT SHOULD	STRUCTURE OF THE ANNOUNCEMENT
<ul style="list-style-type: none"> • set reasonable requirements, • get attention, • arouse interest, • stimulate desire to possess, • ask for action. 	<ul style="list-style-type: none"> • name, logo and description of the institution, • name of the position, • scope of duties, • requirements for the candidate, • conditions of employment, • information about application mode (contact, deadlines), • important details (e.g. Personal Data Protection Act, discretion, the right to reply only to selected applications).

Recruitment of candidates for the position of job coach should be conducted both internally and externally:

- internal recruitment among the personnel of establishments for persons with disabilities or among people affiliated with disabled people's organisations will help in accessing people who already have experience in working in a similar position and with adults with disabilities,
- broad external recruitment, open to all interested candidates, will make it possible to access people without any experience in working with adults with disabilities.

Applications for the position of job coach should be submitted on the application form (Appendix 1 to Set I). The form is to be placed on the website of the entity conducting the recruitment. The recruitment announcement should include information about the mode of application and the location of the application form. It will make the initial selection process more objective and efficient

II Analysis of applications (first stage of selection)

The aim of this stage of selection is mainly to evaluate the candidate's existing specialist qualifications that result from their education and professional experience.

Traditionally, during the vocational selection process, huge importance is attached to the candidate's specialist work qualifications. Many positions require the candidate to meet specific formal criteria.

However, in the case of the tasks performed in the position of job coach, formal criteria are secondary to the candidate's personality traits (most importantly, the right attitude towards the role performed and to the client) and social competence (skills) in a broad sense, which will be evaluated at the next stage of selection. In this situation, the recommended level of knowledge and specialist qualifications is as follows:

Specialist qualifications	Necessary	Recommended
Education	at least secondary	<ul style="list-style-type: none"> secondary or higher (vocational or M.A.) – social sciences, marketing
Work experience	contact with the job market (including voluntary work, internships, work placements)	<ul style="list-style-type: none"> experience in working with people, including people with various disabilities sales experience (marketing) experience in the position of job coach
Training events, courses	no requirements	<ul style="list-style-type: none"> career consulting sales interpersonal negotiation/mediation social and occupational rehabilitation of the persons with disabilities knowledge of sign language and methods of communication with people with specific needs training events concerning the performance of the coach's tasks (according to the European supported employment standard)
Computer literacy (and ability to use other multi-media)	yes	<ul style="list-style-type: none"> ability to use computer programmes for preparing documentation, reports, presentations
Driving license	no requirements	<ul style="list-style-type: none"> category B

The basis for the assessment of formal qualifications is a thorough analysis of application documents: CVs, cover letters and other documents submitted by every candidate for the position of job coach (including recommendations, credentials, etc.).

The decision as to whether to admit the candidate to the next stage of selection is made on the basis of the candidate's possession or lack of the necessary and recommended qualifications. A thorough analysis of candidates' application documents will make it possible, at the very outset, to reject people who do not fulfil the requirements at all.

At the end of the first stage of selection, a list of candidates for the position of job coach will be prepared. The list should include a form for recording the candidates' results in each

of the modes of selection at the second stage – interviews and active forms of engagement (Appendix 2 to Set I).

III Interviews and active forms of candidate engagement (second stage of selection)

This stage only concerns candidates who have passed the first stage of selection. It enables the recruiters to assess the candidates' personal qualities, knowledge and, in a broad sense, socio-professional competences, which are especially important for the role of job coach.

Taking into account the position's requirements and tasks described in chapter II, have been described the competences of a job coach that indeed help to properly fulfil all the goals of the position (they were described in detail in chapter IV). This description facilitates the assessment of candidates in the course of recruitment.

The basis for the assessment of these competences in the candidates will be:

1. interviews,
2. active forms of candidate engagement:
 - task performance in a real work environment, which allows recruiters with the experience in working as job coaches and dealing with people with disabilities, employers and co-workers to observe, assess and verify the candidates' skills,
 - participation in role plays in simulated conditions.

Interview

An interview (selection interview) is one of the techniques for assessing candidates' suitability to take up a given position. A properly conducted interview shows the candidate's attitude, motivation and behaviour. The aim of such an interview is to gather as much information about the candidate as possible, and to provide the candidate with necessary information about the company, working conditions and obligatory tasks of the position of job coach. In order to recruit the best candidates for the position of job coach, we recommend the following types of interviews:

1) complex

- this is the most efficient interviewing technique, being a combination of informal, natural conversation and a pattern-based conversation. The recruiter has a pre-prepared plan for the conversation, but at the same time encourages discussion allows

for digressions in order to dig deeper into details that interest them. This type of interview allows the recruiter not only to get to know the candidate’s professional preparation, but also their predispositions, personal qualities, ability to blend into a group, willingness to improve their qualifications, etc.

2) group (two people minimum)

– a coming together of several people’s opinions, which may represent various points of view, gives greater opportunity for an objective and accurate assessment. Moreover, speaking in front of a group can be stressful for the candidate, it feels a little like an exam, and at the same time provides the candidate with the opportunity to present their professional qualifications in a direct conversation with professionals in the same field who can offer valuable insight in the assessment.

Interviews are conducted by people who know the requirements for the position of job coach perfectly and also have experience in conducting interviews. If possible, interviews should be conducted by two people at the same time (e.g. a mentor and an experienced job coach).

We recommend the following interview stages and guidelines:

STAGES OF THE INTERVIEW	GUIDELINES FOR THE INTERVIEW
<ul style="list-style-type: none"> • greetings, presentations of all the participants in the interview • providing basic information about the work organisation and position • gathering information about the candidate and comparing it with the requirements • answering the candidate’s questions • ending the interview and informing the candidate about the future of their application 	<ul style="list-style-type: none"> • schedule time for the interview and make a plan • ensure an appropriate atmosphere – an informal relationship makes it easier to tell the truth (e.g. start the conversation by asking: “what made you reply to our announcement?”) • encourage the candidate to speak, ask clear and unambiguous questions • ask the candidate to give examples of their competences, prompt and ask them to give more details, especially if the candidate has a tendency to use the form „we” when describing their experience or success • monitor the time and issues brought up in the conversation • judge on the basis of facts • pay attention to the candidate’s body language

In order to facilitate the interview and the assessment of the necessary competences for the role of job coach, an interview scenario including a set of questions is suggested (Appendix

3 to Set I). The scenario, due to its length, should be used by recruiters individually, depending on the specific requirements of the organisation which employs job coaches and the candidate's initial profile (is the candidate experienced or inexperienced, are they applying for the position of job coach for the first time?). It is important to ask every candidate the same questions. It is also possible to ask for more detail if a certain interesting issue arises.

One interview should take at least 30 minutes. The interview is conducted by two people, of whom at least one has experience in working as a job coach. It is advisable to have a break between the interview and active forms of engagement/work samples (these should be on the day after the interview).

Active forms of candidate engagement

Taking experience and good practice into account, we can state that the method that makes it possible to assess and predict the candidates' future efficiency most fully are different forms of active engagement (including work samples in a real work environment, participation in tasks and role plays in simulated conditions).

Compared to other selection methods, active engagement makes it possible to directly observe how candidates for the given position perform specific practical individual tasks. Moreover, this method shows well how each of the candidates functions in a team when performing group tasks.

Example stages and expected effects of work samples/tasks in real conditions:

STAGE	EFFECT
Presentation of the position of job coach at the workplace	<ul style="list-style-type: none"> • Introducing the candidate to the workplace and the job coach's tasks, gathering information as to whether this kind of work appeals to the candidate
Meeting with a person with disabilities at their workplace, presenting the way of building relationships	<ul style="list-style-type: none"> • Directly presenting the work of a job coach – the candidate's observation of a job coach at work; obtaining information as to whether working with a person with disabilities is what the candidate is looking for

STAGE	EFFECT
The candidate attempts to establish a relationship with a person with disabilities	<ul style="list-style-type: none"> • Observing whether the candidate is able to establish a relationship with a person with disabilities in their environment, how they manage the situation and how they feel in direct contact with a person with disabilities • Assessing whether the candidate is able to recognise the specific communication needs of a person with disabilities and communicate with them according to these needs
Participation in the performance of tasks at the workplace	<ul style="list-style-type: none"> • Observing the candidate during the performance of tasks that their future client might be charged with
Performance of tasks in a group, participation in a discussion	<ul style="list-style-type: none"> • Observing the candidate's relationships with other people during the teamwork and discussion
Short conversation to sum up impressions after the performance of tasks	<ul style="list-style-type: none"> • Comparison of expectations with reality and obtaining information as to whether the candidate wants to work as a job coach and is fit for the job; conversation about the situations that took place

Performance of active forms of job coach candidate engagement (both individual and group) proceeds as follows:

- performance of tasks related to the role of job coach,
- participation in role plays (simulated situations).

Group tasks progress according to precise scenarios which define the roles of session participants or let them behave as they wish. This makes it possible to see how the candidates function in a social environment, how efficiently they can communicate, exercise influence, cooperate or lead, how they react to stress or uncertainty.

Individual tasks are designed to assess predispositions and vocational skills - analytical, organisational and specialist. They make it possible to elaborate many correct solutions – this enables the candidates to fully present their competences.

Active forms of engagement (assessment centre) should take place with the participation of job coaches in real conditions at the workplace. Every person, even one who obtained the lowest results during the interview, should take part in the active forms of engagement stage. Only candidates who withdraw after the interview of their own volition do not have to take part in this stage.

Using these methods makes it possible to better assess the candidate's predispositions to perform the tasks of a job coach.

The suggested set of example active forms of candidate engagement is presented in Appendix 4 to Set I. During the interviews and active forms of engagement, the recruitment commission should assess the candidates' key competences on an ongoing basis, recording the results obtained by each person on the competence assessment sheet.

The recruitment and selection process should formally end with the recruitment commission filling in the report in Appendix 5 to Set I.

The STEP BY STEP manual for recruitment commissions contains structured instructions that facilitate the execution and review of the whole selection process (Appendix 6 to Set I).

METHODS FOR MEASURING THE FULFILMENT OF SELECTION CRITERIA

The basis for admitting a candidate to further stages of selection is a ranking created by measuring the candidates' competence gap and comparing it with:

- desired competences,
- competences acquired during training or gaining experience.

Competence levels should be defined on the basis of observable behaviours manifested by the candidates. Not every candidate for the position of job coach will be an "expert" from the beginning of their activity, but they should have at least a minimal ("critical") level of certain skills.

The coach should attain the desired level of competence while gaining experience during training, at work and through systematic improvement (by participating in training events targeted at specific groups of people who need to improve certain aspects of their knowledge or skills).

In the process of assessing the candidates for the position of job coach, we recommend using the following five-level competence scale:

Level	Characteristics of the competence level
1	Behaviours indicating that the candidate has the desired competence cannot be observed.
2	Basic level of competence acquisition. The competence is used irregularly. Active support and supervision of more experienced people is necessary. The competence should be improved on an ongoing basis, along with experience gained in the performance of tasks.

Level	Characteristics of the competence level
3	Well-acquired competence, used in an independent, practical way during the performance of professional tasks.
4	Very well-acquired competence, allowing the candidate to perform tasks from the given scope very well and to pass his/her own experience on to others.
5	Competence mastery. Ability to use knowledge, skills and attitudes in a creative way, appropriate to given activities.

Below, we present the recommended level of the candidate's competence along with guidelines for its assessment:

No.	Type of competence	Desired level in a coach	Minimal (critical) level in a job coach candidate	Main basis for assessment	Additional basis for assessment
Personal competence					
1.	Appropriate attitude towards the role, engagement (personal motivation)	4	3	<ul style="list-style-type: none"> • interview, • active forms 	application documents
2.	Openness, readiness to cooperate with other people, including people with special needs	4	3	<ul style="list-style-type: none"> • interview, • active forms 	application documents
3.	Empathy	4	3	<ul style="list-style-type: none"> • interview, • active forms 	application documents
4.	Empowerment of others	5	3	<ul style="list-style-type: none"> • interview, • active forms 	application documents
5.	High level of ethics, readiness to take responsibility, professionalism	4	3	<ul style="list-style-type: none"> • interview, • active forms 	application documents
6.	Emotional maturity, psychological resilience, assertiveness	4	3	<ul style="list-style-type: none"> • interview, • active forms 	application documents
Social competence					
7.	Ability to establish and build relationships, communication skills	4	2	<ul style="list-style-type: none"> • interview, • active forms 	application documents
8.	Ability to cooperate and work in a team, ability to motivate themselves and others	4	2	<ul style="list-style-type: none"> • interview, • active forms 	application documents
9.	Personal culture, tact and diplomatic skills	4	3	<ul style="list-style-type: none"> • interview, • active forms 	application documents

No.	Type of competence	Desired level in a coach	Minimal (critical) level in a job coach candidate	Main basis for assessment	Additional basis for assessment
Cognitive competence					
10.	Ability to observe, think analytically and plan	4	2	<ul style="list-style-type: none"> • interview, • active forms, • application documents 	
11.	Flexibility and creativity	4	2	<ul style="list-style-type: none"> • interview, • active forms 	
12.	Readiness to gain knowledge, self-awareness	4	3	<ul style="list-style-type: none"> • active forms, • application documents 	
Executive competence					
13.	Person centred and goal-oriented activity	4	2	<ul style="list-style-type: none"> • interview, • active forms 	
14.	Work organisation, availability, flexibility and independence of action	4	2	<ul style="list-style-type: none"> • active forms, • application documents 	
15.	Perseverance, consistency, conscientiousness and accuracy	4	2	<ul style="list-style-type: none"> • interview, • active forms 	
16.	Ability to transfer knowledge (training skills)	4	2	<ul style="list-style-type: none"> • interview, • active forms, • application documents 	
17.	Sales and marketing skills	4	2	<ul style="list-style-type: none"> • interview, • active forms, • application documents 	
18.	Negotiation and mediation skills	4	2	<ul style="list-style-type: none"> • interview, • active forms 	application documents

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APPENDIX 1

CV FORM

General contact information	
First name
Last name
Date of birth
Address	
Street, number	
City, postcode	
Telephone number	
E-mail	
Work experience (copy to include more workplaces)	
Company name	
City	
Position (from – to, month/year)	
Position description (scope of activity, duties)	
Education and skills	
Education	
School/university, years of attendance	
Courses and training, year	
Knowledge of foreign languages, level	
Driving license, category	
Interests	
Expected gross salary PLN/month
<input type="checkbox"/> I hereby give consent for my personal data to be processed, administered and archived for the purposes of recruitment and selection under the Personal Data Protection Act of 29 August 1997 Journal of Laws of the Republic of Poland No 133 item 883 as amended).	
Attachments: Cover letter	
Other documents (recommendations, certificates, etc.)	

APPENDIX 3

QUESTIONNAIRE FOR INTERVIEW.

QUESTIONS FOR JOB COACH CANDIDATES

Name of the candidate

Date of meeting:

Duration of meeting:

Recruiters:

1.

2.

EXAMPLE GENERAL QUESTIONS	COMMENTS / NOTES / OBSERVATIONS
<ul style="list-style-type: none"> • Please describe your experience in working with people (professional/voluntary) to date. • What tasks exactly did you perform? What was your scope of duties? • Why did you apply for this position? Which of your competences especially predispose you to being a job coach and why? In what ways will you be able to use them? • If we offer you this job, what skills and knowledge can you contribute to our company/team? • What are the areas you could improve? • For employed candidates: How do you intend to leave your current job? • For unemployed candidates: How did you leave your last job? Why? 	
PERSONAL COMPETENCE	
Appropriate attitude towards the role, engagement (personal motivation)	
<ul style="list-style-type: none"> • What is important to you at work? • Do you have any experience in working/meeting with persons with disabilities? If yes, please give details. • Do you think that persons with disabilities can be valuable employees? • What goals would you set for yourself if you were accepted for this job? 	

<p>Openness, readiness to cooperate with other people, including people with special needs. Empathy. Empowerment of others</p>	
<ul style="list-style-type: none"> • Do you understand the intentions of other people, even if they differ from your principles? • Do you often have the impression that it is difficult for you to express your thoughts and feelings about something? • If possible, organise a meeting with a person with disabilities. Get to know the person – learn what they would like to do in life. Give a time for an individual meeting. • Observe the candidate's behaviour and the way they treat the person with disabilities. • Role plays: <ul style="list-style-type: none"> ◦ conversation with a stuttering person, a person who replies "yes" to everything, a person with speech impairment, a mute person – how does the candidate react? ◦ meeting with a person with intellectual disability – at the end, the person with intellectual disability wants to hug the candidate; how does the candidate react? 	
<p>High level of ethical principles, readiness to take responsibility, professionalism</p>	
<ul style="list-style-type: none"> • What do you think makes you different from other candidates? • Were you roundly criticised by your previous employer? Why and how did you cope with this situation? • How would you react if a person you support refused to perform their tasks at the workplace? 	
<p>Emotional maturity, psychological resilience, assertiveness</p>	
<ul style="list-style-type: none"> • What is stress to you? How do you react in stressful situations? • Give an example of a situation from your work experience to date that was especially hard for you. How did you cope with it? • What is your greatest fear at work? What do you do if you encounter it? 	
<p>SOCIAL COMPETENCE</p>	
<p>Ability to establish and build relationships, communication skills</p>	
<ul style="list-style-type: none"> • Have you ever had a problem communicating with another person? What was the situation? • How would you reduce other employees' aversion or prejudice towards cooperating with a person with disability? 	

<ul style="list-style-type: none"> • Assessing the candidate's ability to communicate in simple language or explain something: <ol style="list-style-type: none"> a) The document "consent to the processing of personal data" – explain in simple terms the content and meaning of this document, b) Explain to a person with intellectual disability how to get from point A to point B. 	
Ability to cooperate and work in a team, ability to motivate themselves and others	
<ul style="list-style-type: none"> • What kind of work do you prefer: individual, or as part of a team? Why? • (If as part of a team) What is the role of a team in your work? • How do you imagine working in a team of job coaches? • Put yourself in the role of employer and indicate methods that you would use to motivate your employee. • At the last moment, the employer withdraws his promise to employ your client, not giving clear arguments for why. The client has already undergone all medical examinations, and has had OHS training. <ul style="list-style-type: none"> ◦ How would you act towards the employer and the persons with disabilities? ◦ How would you talk to the client? What should be mentioned in such a conversation with the client? 	
Personal culture, tact and diplomatic skills	
<p>Assess through observation during conversation and role play the way the candidate has of expressing their thoughts, their outward appearance (including appropriate attire, makeup, etc.).</p> <ul style="list-style-type: none"> • Is diplomacy necessary in the work of a job coach? • If yes – why? In what situations? • How would you talk to a person who has difficulties taking care of their personal hygiene? • What do you think a job coach can do if a person with disabilities is not accepted by their colleagues at work? 	
COGNITIVE COMPETENCE	
Ability to observe, think analytically and plan	
<ul style="list-style-type: none"> • It is anticipated that job coaches will be employed on a project for 5 months. Do you have any ideas for your future after the end of our cooperation? • Give an example of a situation in which you succeeded thanks to your ability to analyse events. 	

<ul style="list-style-type: none"> • Describe a situation in which you made a mistake. What did this experience give you? • Task to perform: Plan the performance of the following tasks, breaking them down into separate activities (indicate a task that does not take too much time, depending on organisational capacities): <ul style="list-style-type: none"> – cleaning a room – washing a restroom (washing the toilet, sink, etc.) – ironing a T-shirt. Provide the necessary means and aids. Pay attention to whether the candidate checks how to perform the activities themselves, or plans them off the top of their head. After the candidate has planned the activities, ask them to perform the second stage (reveal it only after the completion of the first stage) – train a client to perform the task on the basis of the analysis and plan of action elaborated in the first stage. 	
Flexibility and creativity	
<ul style="list-style-type: none"> • What are problematic situations to you? How do you approach them? • Imagine yourself as a job coach in the following situation: At the workplace, a person with disabilities works with a set of scales – they have to weigh out 50 grams of certain goods. The person with disabilities is unable to do calculations and therefore to perform the task. How would you solve this problem? 	
Readiness to gain knowledge, self-awareness	
<ul style="list-style-type: none"> • Which of your professional experiences to date do you think is the most valuable and why? • If there are “gaps in the plot” in the candidate’s CV, ask for reasons. How did this happen? Why? • Which competences do you think you should work on the hardest as a job coach? 	
EXECUTIVE COMPETENCE	
Person centred and goal-oriented activity	
<ul style="list-style-type: none"> • What would you do if the modes of action you already know happened to be ineffective? What should be done in such a situation? • Give an example of a situation in which action should be adapted to the recipients’ individual needs. 	
<ul style="list-style-type: none"> • How do you plan to work with people with different types of disabilities? How diverse do you think your work will be? Compare the styles of supporting people with different disabilities. <i>(Expected answer: the approach should be completely individual, regardless of the type of disability)</i> 	

Work organisation, availability, flexibility and independence of action	
<ul style="list-style-type: none"> • How do you establish the priorities of your actions? • What has been the most difficult decision you have had to make lately? What made the decision so difficult? • What does availability mean to you? Do you know what availability means in the case of a job coach's tasks? • If the answer is no, explain and ask whether they are ready for such a job (being available on Saturdays, Sundays, holidays, having irregular hours during the day?) 	
Perseverance, consistency, conscientiousness and accuracy	
<ul style="list-style-type: none"> • Consistency – we can check at the stage of CV analysis whether the candidate is consistent in building their path of development; this suggests that they have planning skills and perseverance. Conscientiousness and accuracy can be assessed by observing the candidate's performance of tasks. 	
Ability to transfer knowledge (training skills)	
<ul style="list-style-type: none"> • What is your experience in teaching something to others? What tactics did you use? How did you feel in this situation? Do you think you were successful in your work with that person? • Imagine that I can't make coffee in a simple filter coffee maker. How would you teach me to do that? • Please describe a place to a blind person – e.g. the workplace, the room we are in right now. 	
Sales and marketing skills	
<ul style="list-style-type: none"> • What do you think is the best way to look for a job? • Have you ever needed support in looking for a job? What kind of support? • How would you look for a job for someone else? • How would you encourage employers to employ persons with disabilities? 	
Negotiation and mediation skills	
<ul style="list-style-type: none"> • In your opinion, how are negotiation skills useful in the work of a job coach? • Are mediation skills useful for a job coach? If yes, in what situations? Give examples. 	

APPENDIX 4

SUGGESTED ACTIVE FORMS OF CANDIDATE ENGAGEMENT

(examples of role plays)

First and last names of group members:

.....

.....

.....

.....

GROUP TASKS	COMMENTS/SUGGESTIONS/ OBSERVATIONS
<ul style="list-style-type: none"> • Create two groups of 2 – 3 people. Each group receives the task of choosing the soup for lunch. Then, each group tries to convince the other group of their idea¹. • Job coach candidates interview each other (in pairs)² on their careers, trying to assess vocational predispositions, interests, potential workplaces, etc. They then have to advertise the person they have interviewed as an excellent job coach candidate³. • The group has to collectively create an offer for an employer. • Pair work – one person is a door-to-door seller⁴, trying to sell something (e.g. life insurance), the other one tries to refuse politely but effectively. 	

¹ Observable competences: cooperation and teamwork, assertiveness, mediation and negotiation skills, creativity, sales and marketing skills, communication skills.

² Observable competences: communication skills, sales and marketing skills, observation and analytical thinking skills, openness, readiness to work with people, empathy, empowerment of others.

³ Observable competences: cooperation and teamwork, communication.

⁴ Observable competences: sales and marketing skills, communication skills.

APPENDIX 5

REPORT FROM THE JOB COACH RECRUITMENT
AND SELECTION PROCESS

Recruiting entity:	
Members of the recruitment commission:	<ol style="list-style-type: none"> 1. 2.

I stage of selection – analysis of application documents

Application documents of people were evaluated positively.

II stage of selection – interview and active forms of candidate engagement

1. people⁵, who met the criteria specified in the announcement, according to the list of candidates applying for the position of job coach, were invited to interviews.
2. After the interviews, people⁶ were selected to take part in active forms of engagement.
3. At the 2nd stage of selection, the key competences of candidates for the position of job coach were assessed.
4. A ranking of candidates was created, arranged according to the number of points they received (from the highest to the lowest result):
 - 1)
 - 2)
 - 3)
 - 4)
 - 5)

⁵ Give the total number of people invited to interviews.

⁶ Give the total number of people qualified to take part in active forms of engagement. The number should be the same as the number of people invited to interviews. The only exception to that rule is when a person refuses of their own volition to take part in further stages of the selection process. Such a situation should be noted in the next sentence.

5. A list of candidates engaged to perform the tasks of job coach was created, taking into account the number of points they received.

No.	First and last name	Number of points
1.		
2.		
3.		
4.		
5.		

6. A ranking of candidates was created, arranged according to the number of points they received (from the highest to the lowest)⁷.

- 1)
- 2)
- 3)
- 4)
- 5)

III Comments, suggestions concerning the conducted process of recruitment and selection

.....

....., on

(signatures of the recruitment commission members)

⁷ Justify in every case

APPENDIX 6

Manual for recruitment commissions – STEP BY STEP – 2nd stage of selection

1. Applications for the position of job coach are submitted through the application form (Appendix 1 to Set I). After the deadline (indicated in the recruitment announcement), the recruitment commission meets in order to pre-select the received applications.
2. After the pre-selection, the commission makes a list of candidates who will be invited to interviews and active forms of engagement (including work samples in the employer's environment) – Appendix 2 to Set I.
3. Interviews are conducted on the basis of the interview scenario (Appendix 3 to Set I). It is important to ask every candidate the same questions; it is possible to ask for more detail if an interesting issue arises.
 - a) One interview should take at least 30 minutes. The interview is conducted by two people, of whom at least one has experience in working as a job coach.
 - b) It is advisable to have a break between the interview and active forms of engagement/work samples (these should be on the day after the interview).
4. Active forms of engagement (assessment centre) take place in real conditions, in the workplace or in the form of simulations. Examples of simulations are included in Appendix 4 to Set I. Every candidate, even the worst one at the interview, should pass on to the active forms of engagement stage. Only people who withdraw of their own volition from participation in the procedure after the interview do not have to take part in this stage.
5. During interviews, active forms of engagement and work samples, the recruitment commission assesses the candidates' key competences on an ongoing basis, recording the results attained by each person on the competence assessment sheet.
6. After the completion of the 2nd stage, the commission prepares the report from the recruitment and selection process, which is presented in Appendix 5 to Set I.