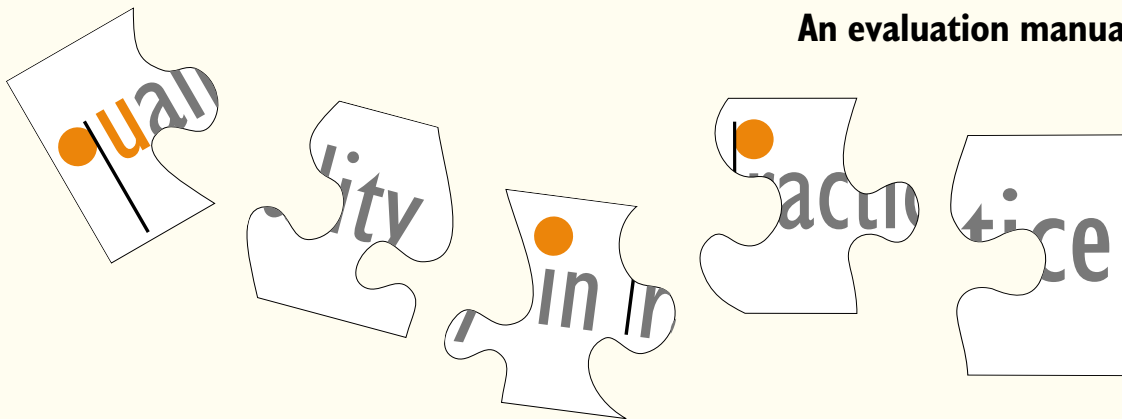
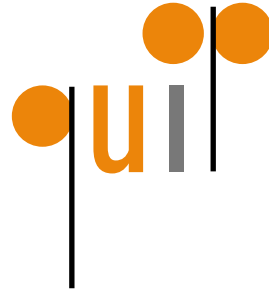


Stakeholders' perspectives of quality in Supported Employment

An evaluation manual





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An evaluation manual

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This project was carried out with the support of the European Commission.

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**Published by: European Centre, Vienna
Printed by: Bicskei Grafika, Budapest**

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Acknowledgements

We would like to acknowledge all those who have contributed to the QUIP project and to this manual.

First and foremost these are the European partners who have carried out the QUIP project together with us (see partner list on the last pages). Special thanks goes to the „manual group“ – Illona Baján, Francesc Pareja and Grete Wangen who gave us quick and good feedback to each chapter of this manual.

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We would also like to thank our external evaluator Stefan Doose for his commitment and valuable contributions to the project.

Also, we would like to thank the job seekers/employees, job coaches, employers, policy makers and other experts who have participated in interviews and group discussions in the course of the project as well as in the final conference in Budapest and who have been the most important source for the quality criteria which form the basis for this manual.

Special thank goes to all the job coaches and work assistants of the involved Supported Employment agencies who did not only contribute to the quality criteria but also provided the research partners with support and co-operation. The QUIP project could not have been carried out without them.

Introduction

What is “Quality in Practice”?

A few words about a two-year project

The basic idea of the project “Quality in Practice: Stakeholders’ View of Supported Employment (SE) Initiatives” was that the impact of Supported Employment depends on functioning partnerships between the different stakeholders in this process:

- people with a disability
- SE staff (employment assistants, job coaches)
- managers of SE agencies
- employers
- policy-makers/funding agencies.

Organisations from countries with different levels of development of SE were invited to participate in the two-year project (funded by the Leonardo Programme of the European Commission): Two EU Member Countries (Austria, United Kingdom), two Accession countries (Czech Republic, Hungary) as well as Norway became partners in the QUIP project. Spain joined the international team at a later stage as an associated partner.

The main aims of QUIP were:

- improving the methods of Supported Employment in different European countries
- defining criteria for success of SE agencies other than pure quantitative measures and

- developing instruments for the ongoing evaluation and improvement of SE agencies.

At the core of all these objectives was the main target of defining relevant quality criteria in Supported Employment from the point of view of the different stakeholders.

To achieve this, a variety of research methods were developed and applied during the project: Group discussions, questionnaires and qualitative interviews with stakeholders were complemented by discussions among researchers and practical partners at European project meetings, via email and telephone and by a working conference with stakeholders in Budapest, in October 2002.

In each country, one SE agency was the focus of research carried out by a national research institute. The two years of the project were divided into five phases, each phase dedicated to one stakeholder group. The research instruments were designed in such a way as to allow the interviewed stakeholders to develop quality criteria, which were highly relevant to them in their specific situation.

After each phase, the national results were collected in a comparative overview, highlighting similarities and differences in the different agencies.

After the data collection, all national reports were scanned by the national teams (researchers and practitioners).

The aim was to identify the most important quality criteria based on the statements of the different stakeholders. These many criteria were then brought together, discussed, clustered and re-clustered in a workshop. The result of these efforts (including discussions at the final conference in Budapest) is a list of quality criteria being the basis for this manual and a related product, the poster “Perspectives of Quality in Supported Employment (SE)”.

Why should I use this manual?

Looking through the other windows

The target groups of this manual are Supported Employment agencies willing to evaluate their daily work and to continuously improve the quality of their services. The manual is intended to provide instruments for quality monitoring and quality development. A variety of evaluation methods and comments on how to use them efficiently are presented here not only to enable an ongoing evaluation of SE agencies but also to involve the main stakeholder groups with their respective views on high-quality service in this process. When bringing together the quality criteria named by the different stakeholders in the process of SE, it became clear that they do not have a view on the quality of the service “as such”. Each stakeholder group has its own ‘window’ through which it sees only a special part of the whole SE process in dependence of his/her

position in relation to SE.

For example: The job coaches can say much about the necessary organisational framework for successful Supported Employment and the daily work with the job seekers, whereas the funding agencies have a relatively wide view on Supported Employment, characterised by a certain distance and a lack of detailed information about single aspects of this service.

The collected quality criteria were clustered into groups of quality criteria focussing

- on a general notion of quality on three levels (quality of structure, quality of process, quality of outcomes) and
- on the “specialities” of Supported Employment within this general three-level structure.

Each stakeholder group can give information on one or more parts of Supported Employment. An evaluation of the quality of a SE agency with the help of the different stakeholders should provide a clear picture of the whole service. Perhaps this could best be expressed by the metaphor of a jigsaw (puzzle) consisting of different parts, which might not make much sense on their own but make up a meaningful – and colourful – picture when brought together.

The SE agency is free to decide whether it wants a comprehensive picture including the views of the different stakeholders groups or rather a focus

on the views of certain stakeholders that the agency is especially interested in at the time.

The manual aims to provide SE agencies willing to monitor and develop the quality of their services with useful instruments to do so. The methods should enable them to find out about the different views of the quality of their service and to look through the windows of those people actively involved in the process of Supported Employment. By asking people about their opinion, you do not only learn something about their expectations and views, but you also involve them more actively, and prepare them to define themselves more as partners than as customers.

Quality development: Commitment and resources

Looking at quality of the SE service from the point of view of the stakeholders requires a firm commitment from the part of several members of an SE agency (management, job coaches, etc.). Thus, time and resources need to be allocated to the quality development process and to using the instruments available in this manual.

It should be seen as a joint effort of the team and as many members of the team as possible should be involved in discussing the results as well as making and implementing plans for improvement. Staff should be involved in choosing which instruments are

used, in analysis and discussion of the results of each phase of the quality development process as well as in planning and implementing improvements. Also, the commitment of the management is very important. This can be demonstrated, for example, by the management's active participation in the evaluation process.

At least one person working for the SE agency should be responsible for the quality development process. It can also be useful to nominate a "quality group" of 2 to 4 people who are responsible for the process and that can carry out some or most of the tasks involved.

If resources permit, it is advisable to have an external consultant carry out interviews or facilitate workshops. However, in this case it is still important to have one or more persons within the organisation who are responsible for the process and who act as a link between the external consultant and the staff in the organisation.

What is the structure of this manual?

From the project to the product

This manual was designed in recognition of the above-mentioned fact that each stakeholder group can provide one (or more) piece(s) of the jigsaw puzzle Supported Employment. Due to this and the design of the entire QUIP project, each of the chapters of this manual is dedicated to one stakeholder group and thus to certain quality criteria the QUIP team has identified during the research. The main question behind this structure is: “Which stakeholders can tell me something about which quality criteria?”.

Thus, the manual consists of the following chapters:

- Job seekers
- Employers
- Policy-makers/Funding agencies
- Job coaches
- Managers
- Bringing stakeholders’ views together
- Perspectives of quality (“Quality criteria”)

Each chapter provides instruments to get feedback from the stakeholders on different aspects of Supported Employment and includes the opportunity for them to generate new ideas on how to improve the quality of SE in certain areas.

The order of the chapters was chosen

according to who are the most important actors in SE. Also, the three stakeholders that can be seen as the “customers” (job seeker/employee; employer and policy-maker/funding agency) are the first three and the two groups seen as the “providers” of SE (job coach, manager) come after that. However, it is important to mention that the view that has emerged in the course of the QUIP project is that all stakeholders are in some way co-producers of SE. For this reason we have included a chapter on “Bringing stakeholders’ views together”.

There is a challenging difference between the methods used during the QUIP project and the methods presented in this manual. The original instruments were used to find out about relevant quality criteria according to the different stakeholders, in some way to ‘develop’ quality criteria based on their statements. The methods in the following chapters were developed to allow the users of the manual (i.e. SE agencies) to find out if the quality criteria identified during the QUIP research are met in their organisations. This “testing” must not to be understood as a rigid evaluation system leading to simplified ‘good’ and ‘bad practice’ categories but as a qualitative, open-minded approach of collecting feedback and ideas for the continuous improvement of a service. They are designed to leave leeway for developing new quality criteria, which have not been considered in the QUIP project.

How should I use this manual?

How to find your way through

Each chapter provides you with one (or more) instrument(s) for the evaluation of the SE agency from the view of one stakeholder group. The instruments are tailored to meet the needs of this specific group with regard to setting, language, time and the specific view of this stakeholder group on the agency. The basis for the development of the instruments is the two-years research experience within the QUIP project. The positive and negative experiences with the methods during the project have strongly influenced the instruments in this manual. For example: We found out that job seekers are most likely to provide information when they are interviewed face-to-face, or have the opportunity to discuss certain issues with other job seekers.

The instruments are not only designed to meet the needs of the stakeholder groups but also to meet the agencies' needs. The idea behind this is that they should be provided with accessible instruments and enough information on how these instruments can be applied in an effective and efficient way.

Thus, the chapters also provide you with

- Introductory remarks (aims of the chapter, relevant quality criteria, etc.).
- Information on how to use the instruments (description of the instruments, advantages/

disadvantages, things that are important to be aware of, what to do with the results, etc.).

- Time needed. Where possible, we try to mention a minimum time frame. Of course, it is difficult to define the time needed for compiling and analysing the results of the instruments here, as this depends on how long the interviews are and how detailed and thoroughly the results are analysed.
- Handy hints, based on the experiences of the QUIP team.

In order to work with one stakeholder group you do not have to go through the whole manual. You may open the chapter on the stakeholder group whose opinions you are interested in and start to work. If you want to get an overview of all the methods provided and the different quality criteria to be evaluated with the help of the different stakeholders, we would recommend to have a look at all chapters.

Internal vs. external evaluation

A few remarks on the issue of internal vs. external evaluation: All instruments are principally designed in such a way as to allow the initiative to evaluate itself without the support of external consultants. However, the methods may also be used by 'outsiders' and be integrated into a systematic external evaluation. The decision about internal and external evaluation has to be made on the basis of the available

resources. In general it can be said that an internal evaluation is the more cost-saving possibility and it is done by experts – probably not being experts in evaluation, but experts in the field of Supported Employment with much knowledge on the SE process. Nevertheless, sometimes it does make sense to engage external consultants: The view from the ‘outside’ can help to discover problems, shortcomings and inefficient organisational structures, which would otherwise be kept under the blanket of good old habits and organisational blindness. It also has to be considered that some results may only be found by external consultants not being involved in personal relationships with the relevant stakeholders. To give an obvious example: It is definitely easier for a SE service user to criticize the service in front of an external consultant than in a discussion with his/her job coach. When engaging an external consultant it can be an advantage if he/she is familiar with SE or the SE agency and its activities. This should be considered carefully for those responsible for the quality development process in the SE agency.

All the above-mentioned factors have to be considered carefully when deciding upon internal or external evaluation (or a combination of both).

How to use the instruments

Most of the chapters contain more than one evaluation instrument. Each

of these instruments can be used individually or in conjunction with the other methods of the chapter depending on your specific needs and your resources with regard to time and money. The chapter on the job coaches, for example, contains three different instruments: a checklist, a questionnaire and two types of workshops. If all methods are used, the whole range of quality criteria in the view of the job coaches is covered. But it is also possible to apply only one method.

Advantages and disadvantages of the methods and the different combinations are discussed in the respective chapters. For example: A workshop with job seekers might need much time and efforts to be organised. However, it does not only provide a valuable insight into their views on the quality of Supported Employment but might also be a unique opportunity for them to get to know each other and define themselves as an important “stakeholder group” for the very first time.

Keep in mind that the workshops and interviews presented here are suggestions based on the QUIP project. They contain basic aspects of self-evaluation of SE agencies. However, it is very important to adapt each instrument to the situation of the individual SE agency. Thus, the instruments can and should be adapted according to the needs and interest of the SE agency using them. The idea is also to subject the presented instruments to an ongoing development

according to experiences that SE agencies make with them. For example: If during a workshop or in interviews the SE agency finds some interesting points, it can be useful to add these to the questionnaires for later phases.

Some of the instruments suggested here for certain stakeholders can be adapted quite easily to other stakeholder groups. It is up to quality groups or persons responsible for the process to decide what is needed and whether it makes sense to adapt these for other stakeholder groups.

Conducting interviews and workshops

In the chapters where we suggest interviews, we do not mention the number of interviews that should be carried out. This depends on the size of the SE agency, the number of job seekers/employees that are supported as well as on the resources available for the quality development process. This should be decided by the person or persons responsible for the quality development process (“quality group”) together with the team according to the specific situation.

This also applies to which people should be chosen for interviews and for workshops. A good mix of different types of representatives of the respective stakeholder groups for interviews and workshops can be recommended (e.g. job seekers/employees in different stages of

the SE process or employers from different sectors). However, for the workshops, in some cases it can be useful to make sure the group is not too heterogeneous to allow for a productive working atmosphere.

When conducting interviews and/or workshops, it is advisable to record them on tape. However, it can be quite time-consuming to listen to the tapes later and transcribe or summarise the contents. The less time-consuming alternative is to take notes during the interview or workshop. This has the disadvantage that the interviewer/facilitator might not be able to concentrate well enough on the actual interview/workshop.

Please keep in mind that each instrument – be it a questionnaire, a face-to-face interview or a workshop – should be introduced well. You will probably get more interesting results, if an atmosphere of trust and openness is established and when the participants know the objectives of the activity and have a clear idea of what will be done with the results. The interviewed person/workshop participant has to be provided with appropriate information in advance, such as:

- What are the SE agency’s reasons for developing quality?
- Why is the SE agency interested in this participant’s views?
- Interest in honest and critical statements
- What will be done with the results?
- Will participants’ responses remain

anonymous?

- Will they receive feedback on results? (if yes, when and how)
- “Thank you” for participating
- For workshops: Importance of active participation of those involved.

Compiling and evaluating results

When evaluating the results of the consultations suggested here, the following points should be kept in mind:

- The results of the consultations with stakeholders’ groups should be compared, looking at consistencies and inconsistencies. Aspects that are viewed differently by various stakeholder groups or cause controversies are likely to be important and key points for development.
- With the instruments presented in this manual you will be asking stakeholders’ opinions about the SE agency and its performance. It is very important to compare their opinions with available facts and with the opinions of the SE agency’s team.
- A concise and easy to understand summary of the consultation with each stakeholder group, that is accessible to the participants, is recommended.

How to use the results

Keep in mind that the consultations suggested in this manual are only part of the process of quality development. As a result of the evaluation the development process should be continued. It is very important that the process is not finished with the evaluation. The improvement of the SE-agency’s service should be an integral part of this process.

After compiling and evaluating the results the following should be done:

- Inform the team and participants on the results of the consultation with each stakeholder group.
- Determine the areas for improvement that emerge from these consultations.
- Rank the areas that need to be improved and prioritize which areas will be tackled in the short, middle and long term.

Terms used for stakeholders

In this manual the following terms are used for the stakeholders:

Job seeker/Employee

We use job seeker and employee for the person with a disability who is supported to find a job in the open labour market. If it is not clear whether the person is already in employment or not, both terms are used.

Employer

We use employer for the person or the company employing the person with a disability who is supported to find a job in the open labour market. This can be the manager of the company or the employee's direct supervisor or others who are responsible for the employee within the company.

Policy-maker/Funding agency

We use the terms policy-makers for representatives of bodies that are responsible for developing and implementing policies relevant for SE and funding agency for bodies that are responsible for financing SE. In some countries these can be the same agencies, in others these competencies are split.

Job coach

We use job coach for all staff members that are involved in all phases of the actual SE process of supporting a person with a disability to find and keep a job on the open labour market. In some countries/agencies different tasks are carried out by work assistants/work advisers (e.g. job placement and matching) and job coaches (e.g. training on the job). Since these terms and job descriptions vary significantly from country to country, we have used the term job coach for all these staff members in the course of the QUIP project.

Manager

We use the term manager for all people who have a management function within the SE agency. This can be a person who is only responsible for the SE service or also someone who is a manager of a larger organisation that the SE service is part of.

Job Seekers



Aims of this chapter

to look at quality from the perspective of the job seeker/employee

to focus on his/her view on his/her job

to explore his/her view on the process of SE

to promote exchange between job seekers

Introductory Remarks

Job seekers



In this chapter the focus of interest is on the view of the job seekers/employees. During the QUIP project it became quite clear that job seekers/employees above all look at

- outcomes of Supported Employment, which means a high-quality job on the ordinary labour market and
- the process of Supported Employment and its main characteristics (e.g. user involvement).

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On the basis of these conclusions, two types of instruments are presented here. These instruments are designed to find out if the quality expectations of these partners are met by the SE agency and how the service can be improved.

The instruments and how to use them

Job seekers



The following instruments cover a variety of aspects of the whole Supported Employment process. They can be used individually or together. They do not differ very much in their evaluation focuses but they partly fulfil different aims. The questionnaire is the basis for an in-depth analysis of the job seeker's/employee's perception of the SE process and the workshop provides the opportunity for the job seekers/employees to get together and exchange their views.

The Questionnaire “Quality of Supported Employment and the workplace”

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[Instrument 1]

covers the job seeker's/employee's perception of the SE process and his/her workplace. The questionnaire is the basis for a face-to-face interview or conversation with the job seeker/employee. It starts with a few “warm-up questions” and then focuses on his/her first contact with the agency, the SE process and the support the job seeker/employee receives from his/her job coach. There is an additional section on the job of the employee focusing on the support he/she receives at the workplace and the factors he/she likes and dislikes about his/her job.

The questionnaire can be used at every stage of the SE process and as a follow-up instrument. The sheet “Additional information on the job seeker/employee” should be filled out by the job coach before the interview is carried out. It gives the interviewer information about the phase of the SE process the job seeker/employee is in and whether there is anything the interviewer has to be aware of during the interview. With this knowledge, the interviewer can adjust better to his/her interview partner.

IMPORTANT

The interviews should not be carried out by the interviewees' job coaches. During the QUIP project we noticed that it was quite difficult for job seekers to be critical about the SE service. Job seekers will be less likely to give critical and unbiased answers to their own job coaches. We recommend external consultants who are not part of the SE organisation for carrying out the interviews. If this is not possible, the interviewer could be somebody from the organisation who is not in direct contact with the interviewed job seekers/employees.

IMPORTANT

Names of the interviewees and the results of the individual interviews have to be treated confidentially. It should be made clear at the beginning of the interview, what will happen with the results and who will be given which kind of information.

The question about the process of SE (question 1.3) is very general and open in order to give the job seeker the opportunity to talk about the things he/she regards as most important in this process. If some aspects are not covered actively by him/her, the interviewer can use the quality criteria list (see last chapter) to go into more detail. If the agency is especially interested in one or more of the process phases, the interviewer can concentrate on that.

The questions marked with **[WS!]** are also part of the workshop and it is up to the agency and/or the interviewer if he/she wants to use them in the interviews. If there are no workshops planned, these questions should be part of the interview.

The interviews can be recorded on tape and/or the interviewer can take notes during the interview. According to the available resources, interviews can be transcribed and analysed in great detail or the important issues may be summarized. The results can be analysed by an external consultant, by a group or an individual within the SE agency. Results should be discussed with staff and management and they should have the opportunity to actively contribute their ideas and feedback.

Collecting quotes from the interviews to illustrate important and/or interesting issues has proved useful within the QUIP project. The SE agency can use quotes as a “motto”, or for its public relations work (e.g. in leaflets, posters, presentations).

TIME

One interview requires between 30 and 45 minutes. The follow-up work (listening to the tapes or going through notes, summarizing results etc.) can take between one and three hours per interview depending on whether tapes or notes are used and how detailed the tape is analysed. Also, time is needed for discussing and revising results and conclusions within the SE agency.

HANDY HINTS

If the job seeker wishes so, his/her job coach can be present at the beginning of the interview to establish an atmosphere of trust and safety. This should not exceed the “warm-up phase”.

In order to avoid misconceptions and wrong expectations, please take the time to inform your interview partner before the interview about your exact role and the purposes of the interview.

Job seekers



Job seekers



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▶ **HANDY HINTS**

Make sure that you adjust to the abilities of your interview partner, especially with regard to the language you use. The sheet on “Additional information on the job seeker/employee” gives you some information on how to handle the interview situation.

If possible and provided your interview partner agrees to it, record the interview on tape. This makes it easier to analyse and work with the collected material and to find useful quotes.

The Workshop “Personal goals, good Supported Employment and possible improvements”

[Instrument 2] covers the areas of personal goals of the participants, co-operation with the job coach and possible improvements of the SE process. A variety of methods which enable the job seekers/employees to be involved actively in the discussion are suggested in the workshop design.

The workshop is an opportunity for them to get to know each other and regard themselves not only as individual “clients” but as a group of people with (convergent and/or divergent) goals, ideas and opinions. It is also an instrument to collect job seekers’/employees’ feedback.

ⓘ **IMPORTANT**

Please make sure that the workshop is not carried out by the job seekers’/employees’ job coaches.

The facilitator should make sure that every participant is actively involved in the discussion. Thus, he/she should have experience in facilitating groups and needs patience and a high degree of flexibility.

Since participants may have special needs (e.g. easy language, clear graphics on the flip chart), the facilitator should be informed about these before the workshop.

The results of the workshop are documented on flip charts etc. It can also be useful to take notes or record the workshop on tape – especially if no interviews are being carried out.

The workshop is mainly focused on the process of SE. Especially if only the workshop is used without the interviews, it can be useful to include a part about how the supported employees see their jobs.

3 TIME

The workshop requires up to three hours (including one or two coffee breaks). The preparatory and follow-up work (i.e. writing minutes, communicating the results) will need at least half a day.

HANDY HINTS

If possible, two persons should facilitate the workshop because the discussion has to be documented carefully and some participants might need special attention and support.

In order to avoid misconceptions and wrong expectations, please take the time to inform your participants at the beginning about your exact role and the purposes of the workshop.

Allow time for informal exchange (e.g. coffee breaks).

If some of the participants were already interviewed, organise the workshop shortly after the interviews. In this way, they can reflect thoroughly on their attitudes towards the Supported Employment process.

If possible, the discussion group should not be smaller than three and not be bigger than five persons.

The group should be put together carefully. Participants can be chosen, e.g. according to their age or the type of disability. Please keep in mind: if the group is very heterogeneous it can be difficult to have productive discussions.

Job seekers



[Job seekers]

Additional information on the job seeker

to be filled out by the job coach



- Since when is he/she co-operating with the SE agency?
- In which phase of the SE process is he/she at the moment?
(E. g. introduction phase, job search phase, training phase, employment, follow-up)
- Is there anything the interviewer has to be aware of during the interview/
the workshop (e.g. hearing impairment)?

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Warm-up

Get to know each other (name, age, current job etc.)

Information about exact role of the interviewer and purpose of the interview

Process and Quality of Supported Employment

- 1.1 How have you become involved with “name of the agency”? Why did you choose “name of the agency”?
- 1.2 What did you hope to achieve with “name of the agency”? [WS!] Have you reached those goals?
- 1.3 Please describe the co-operation with “name of the job coach” from the first contact until the present!

To ask specific questions, please see quality criteria list: Characteristics, Making contact and exchanging information, Vocational profiling and planning, Job search, Training on the job and further education, Support and cooperation at the workplace

1.4 Are there obstacles for you to get/keep a job?

[Job seekers]

If yes, what kind of obstacles do you have to face?

Does your job coach help you to overcome these obstacles?



1.5 What do you like about the co-operation with “name of the job coach”?

[WS!]

What do you dislike about the co-operation with “name of the job coach”?

[WS!]

How could the co-operation with “name of the job coach” be improved?

[WS!]

[23]

Description of the job

For additional questions, please see quality criteria list!

2.1 Where do you work? Please describe what you do at work.

2.2 Does anybody support you at work?

If yes, who?

What kind of support do you get at work?

2.3 What do you like/dislike about your job?

[Job seekers]



Step :: Welcome < 10' >

Aims ::
1. To set up a good working atmosphere
2. To get to know each other

Method, Questions

1. F introduce themselves
2. Introduction to the workshop (aims, structure etc.)
3. Participants introduce themselves



Facilitator: ad3) F writes down names of all participants on post-its and sticks them on the poster. If necessary, the job coach(es) may be present during this Welcome session to establish an atmosphere of trust and security. Please make the aims etc. of the workshop clear by presenting them in an accessible way.

< Tools and facilities >

Prepared flip chart (Welcome, Aims of the Workshop, Structure and planned working time), Post-its

Step :: Personal aims < 20' >

Aims ::
To learn about aims of participants

Method, Questions

1. What did you hope to achieve with “name of the agency”?
2. Have you reached these goals?
3. Are there goals not reached yet? What are the reasons for this?

Participants write down their goals on post-its, mark them with + (reached) or – (not reached), F put them on the flip chart and writes “reasons” next to them.



Facilitator: Please make sure that the participants get enough time to write down their ideas. Maybe someone needs your help with writing down his/her thoughts.

< Tools and facilities >

*Prepared flip chart (with a “+” and a “-” section)
Post-its, stickers with “+” and “-”*

[Job seekers]



Step :: Co-operation with the job coach < 20' >

Aims :: To define the process of SE and to evaluate the co-operation between job seeker and job coach	Method, Questions 1. What kind of support do you get from your job coach? 2. What do you like about the co-operation with your job coach? 3. What do you dislike about the co-operation with your job coach? Brainstorming in the plenary; F writes down keywords on the flip chart // <i>Facilitator: Please make sure that everyone participates actively in the session</i>	< Tools and facilities > Prepared posters
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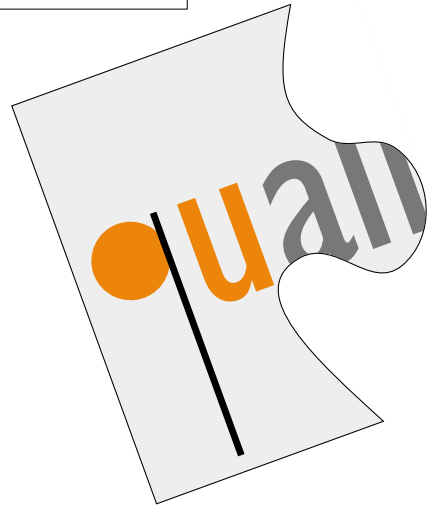
Step :: Perspectives < 20' >

Aims :: To collect possibilities for improvement	Method, Questions “How could the co-operation with the job coach be improved?” Participants write down their ideas on post-its, F puts them on the flip chart. // <i>Facilitator: Please make sure that the participants get enough time to write down their ideas. Maybe someone needs your help with writing down his/her thoughts.</i>	< Tools and facilities > Prepared posters, post-its
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Step :: Goodbye < 10' >

Aims :: To collect feedback on the workshop	Method, Questions Every participant articulates one positive and one negative issue about the workshop (if possible) in the plenary F writes down the comments on flip chart (keywords) // <i>Facilitator: Please make sure that everyone participates actively in the session</i>	< Tools and facilities > Prepared poster
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Employers



Aims of this chapter

to look at quality from the perspective of the employer

to focus on his/her view on the employee

to explore his/her view on certain aspects of the SE process

to assess the quality of the employees' job

Introductory Remarks

Employers



This chapter focuses on the employers' view of the Supported Employment agency. One of the results of the QUIP project was that the employers' view on the quality of the service is above all a view on the

- outcomes of Supported Employment, and
- certain aspects of the SE process.

On the basis of this, three instruments have been developed to evaluate if the quality expectations of the employers are met, to identify potential for improvement and to assess the quality of the employee's workplace.

The instruments and how to use them

Employers



30

The following instruments are designed to measure the satisfaction of the employers with regard to the support they receive from the SE agency, to collect ideas on how the service quality could be further developed and to look closer at the employee's job. "Employer" in this context has to be understood in a broader sense. Depending on the size of the company, it might also be the supervisor or head of a department. Before using one of the instruments, it should be considered, who in the company is actually able to answer the respective questions. In many cases it can also be useful to interview one or more of the supported employee's co-workers.

Since employers do not have much time, short instruments that can be filled out by the employer are presented here. However, if the SE agency would like to have more detailed insights into the views of the employer or would like to promote exchange between employers, longer face-to-face interviews or group discussions with employers can be useful.

The Questionnaire "Employers' view of cooperation with the SE agency"

[Instrument 1] is intended to cover the co-operation between employer and job coach. It focuses on those aspects of the co-operation which are most important for employers, such as: information on the service, kind of support, contact with the job coach, support to include the employee in the workplace, support with paperwork, job coach's problem-solving skills and overall satisfaction with the SE agency.

The questionnaire is designed to be filled in by the employer. However, if preferred by the employer, it is also possible to use it as a basis for a face-to-face interview. No matter how the data is collected, the results have to be analysed carefully and discussed with the SE agency's staff (e.g. at a staff meeting).

IMPORTANT

If you use written questionnaires, they should be sent to the employers by the SE agency management, and not handed out and collected by the job coaches, since this could lead to biased responses. If face-to-face interviews are carried out, they should not be carried out by the job coaches, that are in direct contact with the employers. If possible, an external consultant should be engaged.

 **WATCH OUT**

The staff should not get the impression that the interviews are carried out to control their individual work. They should be involved in deciding which questions should be asked and aspects of special interest to the staff should be included. It should be clearly stated by the management that the consultation is done to improve the quality of the SE agency as a whole. If there are issues which have to be discussed with individual job coaches, this should not be done in a general staff meeting.

 **TIME**

It takes between five to ten minutes to fill in the questionnaire, depending on how carefully the employer answers the open questions. Some hours (depending on the number of questionnaires) are required to compile and present the results to the staff.

 **HANDY HINTS**

If you carry out face-to-face interviews, you may add some open questions which cover some issues of special interest for the SE agency.

To avoid stigmatisation, do not use the term “disability” or “employee with a disability” but the name of the employee.

To allow also for critical feedback, the employers should be offered to fill in the questionnaire anonymously.

The “Quick feedback questionnaire”

[Instrument 2]

focuses on the co-operation between employer and job coach. It is mainly an instrument to allow the employers a quick feedback on the support he/she receives from the SE agency. It is not designed to elaborate on the details of the co-operation but to provide the agency with a “flashlight” that highlights the satisfaction of the employers and potential for improvement. Since this consultation does not take much effort from the employers, it can easily be carried out once a year.



Employers



IMPORTANT

The questionnaires can be sent to the employers or handed over to them by the job coaches. At a later stage, one person within the agency should be responsible for collecting the questionnaires and summarising the results. The results can be presented in a SE staff meeting and be used as basis for discussion there. If specific issues are identified as critical, these could be used for further proceedings, e.g. a more detailed consultation, (informal) interviews with employers, further training of the job coaches etc.

TIME

It takes about five minutes of the employers to fill in the questionnaire. Some hours (depending on the number of questionnaires) are required to do the analysis and present the results to the staff.

HANDY HINTS

To allow also for critical feedback, the employers should be offered to fill in the questionnaire anonymously.

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The “Checklist on the employee’s job”

[Instrument 3] focuses on the quality of the employee’s job. It is an instrument to gather information on the employment situation of the employee, such as wage, social inclusion and natural support.

IMPORTANT

If the results communicated to the staff are worrying, job quality has to be an issue for further proceedings, e.g. organise a workshop on this topic.

TIME

It takes not more than five minutes to fill in the checklist. Some time (depending on the number of checklists) is required to do the analysis and present the results to the staff.

HANDY HINTS

To avoid extra work, the checklist can be handed out together with one of the two questionnaires.

If there is more than one supported employee in the company, do not forget to ask the employer to fill in one checklist per employee.

Employers' view of co-operation with the SE agency

[Instrument 1]

1

Please answer the following questions!

[Employers]

Name



Company

1. What did you expect from the SE agency before your co-operation with it?

[33]

Have your expectations been met?

- Yes
- Partly
- No

Which of your expectations have not been met yet?

2. Does the supported employee match your requirements?

- Yes
- Partly
- No

Please explain:

[Employers]



3. Have you received enough support and information for the successful integration of the supported employee into your company (e.g. inclusion in the working team, learn and perform job tasks)?

- Yes
- Partly
- No
- No support necessary

How could this support and information be improved?

[34]

4. Have there been any problematic aspects in connection with the (new) employee?

- Yes
- No

If yes: What kind of aspects could not be solved within the ordinary problem solving routines of the company?

How was it dealt with?

If necessary, were you satisfied with the support you received from the SE agency?

- Yes
- Partly
- No

Please explain:

5. What kind of support do you get from the SE agency?

[Employers]



How do you assess this support?

- Very good
- Good
- Sufficient
- Bad
- Very bad

How could the support be improved?

[35]

Do you get enough support with the paperwork in connection with the (new) employee?

- Yes
- Partly
- No
- No support necessary

Are the supported employees' co-workers informed and supported by the SE agency?

- Yes
- Partly
- No

Please explain:

6. How often do you have contact with the job coach?

[Employers]



Do you think this is the right frequency of contact?

- Yes
- No

Please explain:

7. How would you assess your personal relationship with the job coach?

- Very good
- Good
- Sufficient
- Bad
- Very bad

Please explain:

[36]

8. How is your overall satisfaction with the SE agency?

- Very satisfied
- Satisfied
- Indifferent
- Not very satisfied
- Not satisfied at all

Please explain:

What could be improved?

How could you improve the cooperation with the SE agency?

9. Would you recommend the SE agency to other employers?

[Employers]

- Yes
- No

Please explain:



10. Are there any other comments you would like to make?

[37]

Thank you for your cooperation!

Quick feedback questionnaire

[Instrument 2]

[Employers]



1. How satisfied am I with the SE agency?

- Very satisfied
- Satisfied
- Indifferent
- Not very satisfied
- Not satisfied at all

2. This is what I like about the co-operation with the SE agency/the job coach:

[38]

3. This is what I dislike about the co-operation with the SE agency/the job coach:

4. The SE agency should improve...

5. I would also like to say...

Checklist on the employee's job

[Instrument 3]

[Employers]

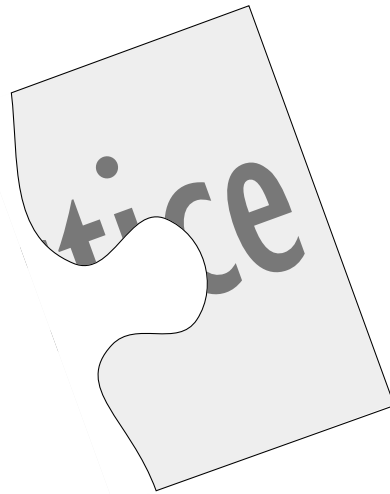


1. Does the employee have a valid contract of employment?
 Yes **No** **I don't know**
2. Does he/she have a long-term contract?
 Yes **No** **I don't know**
3. Is the wage of the employee the same level as his/her colleagues' doing the same job?
 Yes **No** **I don't know**
4. Does he/she receive the usual company perks (staff discounts, corporate clothing, etc.)?
 Yes **No** **I don't know**
5. Do you think that the employee feels in control of his/her tasks?
 Yes **No** **I don't know**
6. Does the employee receive regular feedback from co-workers and supervisors?
 Yes **No** **I don't know**
7. Does the employee have the possibility to advance in his/her job?
 Yes **No** **I don't know**
8. Do you think that the employee receives support from his/her co-workers when needed?
 Yes **No** **I don't know**
9. Do you think that the employee has a good relationship with his/her co-workers?
 Yes **No** **I don't know**
10. Do you think that the employee is incorporated into the work team?
 Yes **No** **I don't know**

[39]

11. Additional comments, remarks, explanations

Policy-makers/Funding agencies



Aims of this chapter

to look at the policy-makers'/funding agencies' focus on the quality of the SE agency

to elicit how policy-makers/funding agencies view their cooperation with the SE agency

to find out which improvements policy-makers/funding agencies recommend

Introductory Remarks

Policy-makers



This chapter focuses on the policy-makers'/funding agencies' view of the SE agency.

An instrument has been developed to evaluate if the quality expectations of the policy-makers/funding agencies in general are met and to identify potential for improvement.

In the course of the QUIP project it has become clear that policy-makers/funding agencies mainly focus on:

- outcomes of SE and
- framework conditions.

Since policy-makers usually have set criteria concerning the evaluation of outcomes of SE the following instrument focuses on the policy-makers' view of their cooperation with the SE agency.

The instruments and how to use them

Policy-makers



The following instrument is designed to look at the view of the policy-makers/funding agencies with regard to their co-operation with the SE agency and to collect ideas on how the quality of this co-operation and the SE agency's performance can be developed further.

The Questionnaire “Co-operation with and performance of the SE agency”

is intended to mainly cover the co-operation between policy-maker/representative of the funding agency and the SE agency. Of course, only representatives of policy-making/funding agencies who are in direct contact and co-operation with the SE agency are able to answer questions about the quality of this co-operation.

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Thus, the questionnaire is designed to be filled in by the representative of the policy-making/funding agency that actually co-operates with the SE agency. Also, this questionnaire can be used as a basis for a face-to-face interview carried out by a member of the SE agency or by an external consultant. In both cases, the results have to be analysed carefully and discussed with the members of the SE team (e.g. at a staff meeting).

The questionnaire can be expanded to include questions on policy-makers'/funding agencies' representatives' views on specific quality criteria, especially those on structural aspects (e.g. qualification of staff, working conditions, accessibility for job seekers). The quality criteria list in the last chapter of this manual will give you an overview on possible issues. This can be especially interesting in a face-to-face interview.

IMPORTANT

Because of their professional role (funding, controlling etc.) representatives of policy-making/funding agencies might be restrained in answering your questions. The SE agency/the external consultant has to make clear that the results of the consultation are only a basis for the improvement of the SE agency's performance. The representatives of the policy-making/funding agencies should not be interviewed as “officials” or “civil servants” representing the opinion of their organisational body but as partners of the SE agency, directly involved in the co-operation process.

TIME

It takes around 15 minutes to fill in the questionnaire, depending on how carefully the open questions are answered. Face-to-face interviews take approximately 30 minutes.

HANDY HINTS

If you carry out face-to-face interviews, you may add some open questions covering issues of special interest for the SE agency (e.g. satisfaction with the results of new developments of the SE agency).

The chapter “Bringing stakeholders’ views together” offers you instruments, which give these partners the opportunity to raise new ideas or make recommendations they would probably not speak about in an interview. The atmosphere of a workshop with other stakeholders, for example, is more open, so people are more likely to develop ideas or raise critical issues.

If you carry out face-to-face interviews, the questionnaire may be given to the interviewee beforehand. In this way he/she can prepare for the interview.

Policy-makers



Name

[Policy-makers]



Organisation

1. What do you expect from the SE agency?

[46]

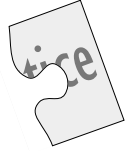
Which of these expectations does the SE agency fulfill?

Which of these expectations does the SE agency not fulfill?

2. What results (also other than pure quantitative) do you expect from the SE agency?

Which of these results does the SE agency deliver?

[Policy-makers]



Which of these results does the SE agency not deliver?

[47]

3. How would you assess your overall satisfaction with your co-operation with the SE agency?

- Very good Good Sufficient Bad Very bad

What works well in this co-operation?

4. How could your co-operation with the SE agency be improved?

What can you contribute to improve the co-operation?

[Policy-makers]



...and what is needed from others?

[48]

5. What are the main strengths of the SE agency?

How could these strengths be developed?

6. Where do you see areas for improvement in the SE agency?

6. Where do you see areas for improvement in the SE agency?

[Policy-makers]

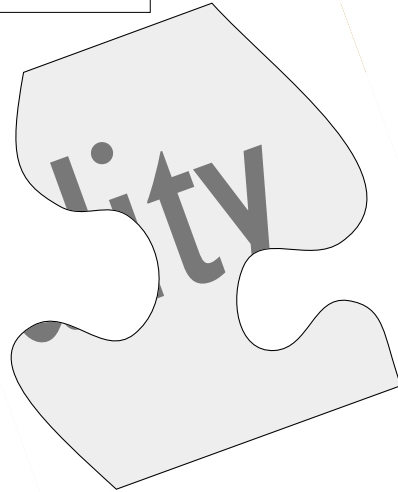


7. Is there any advice you would like to give to the SE agency or are there any other comments you would like to make?

[49]

Thank you for answering the questions!

Job Coaches



Aims of this chapter

to look at quality from the perspective of the job coach

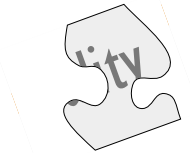
to focus on his/her view on the organisational framework of the SE agency

to explore his/her view on important characteristics of the SE process

to promote discussion between job coaches

Introductory Remarks

Job coaches



This chapter focuses on the job coaches' view of the Supported Employment agency. One of the results of the QUIP project was that the job coaches' view of the quality of the service is very much a view on

- the organisational framework within the SE agency as an important basis for high-quality work,
- general objectives of SE such as a (good quality) workplace for the job seeker, good relationships with relevant actors (e.g. job seekers and employers), identification of possible providers of natural support, empowerment and social inclusion and
- most of the elements of the SE process.

53

On the basis of this, the manual offers three types of instruments to evaluate if the quality expectations of the relevant partners are met and to identify potential for improvement.

They compliment each other thematically, because of their different focuses and – used in conjunction – cover the most important quality criteria. However, they are designed to be used independently from each other if the agency (for reasons of resources) decides to focus on certain quality aspects.

Since job coaches are involved in all aspects of the SE process, framework and outcomes and have the most complete view of SE, the instruments used here are the longest and most comprehensive of all chapters in the manual.

The instruments and how to use them

Job coaches



The following instruments cover different aspects of the whole Supported Employment process.

The “Checklist for self-evaluation and self-reflection”

[Instrument 1] is intended to cover the co-operation of the job coach with the job seeker and other actors relevant for the individual SE process. The checklist focuses on one concrete job seeker/employee and the co-operation and communication with this person and his/her environment.

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The checklist is not an instrument for the external control of the job coach’s work but to provide him/her with the opportunity to reflect his/her work process in detail. If he/she has enough time, each job coach should fill in one checklist per job seeker/employee. If not, he/she should use two or three different job seekers/employees as examples. The checklist can be used at every stage of the individual SE process or as a follow-up instrument to reflect on different aspects of process quality. Even if the checklist is only filled in for one or two persons it will stimulate the self-reflection of the job coach. If the job coaches wish to do so, the results can be discussed at internal meetings.

IMPORTANT

All items of the checklist start with “I”. However, some of the points concern issues that are only partially or not at all influenced by the job coaches themselves. This should be explicitly mentioned to the job coaches filling out the checklist.

In some SE agencies job coaches and work assistants/work advisors are responsible for different parts of the SE process. If some of the items do not apply to their work, they should be asked to fill in “0 not applicable”.

HANDY HINTS

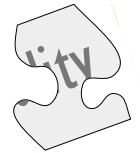
Make sure that the job coaches do not perceive the checklist as an instrument of external control.

Job coaches need to have enough time to fill in the checklists and reflect on them thoroughly.

The atmosphere when discussing the results has to be open and inviting in order to be able to raise critical issues.

The Questionnaire “Organisational framework and communication with partners of the SE agency”

Job coaches



[Instrument 2]

focuses on the job coach’s view of the organisational framework he/she works within. It stresses the importance of the organisational framework for good-quality work. The job coaches have the opportunity to evaluate their own working conditions, develop ideas for possible improvements and report their assessment to the SE agency. The questionnaire can also be used by the managers of the SE agency.

It is necessary to ask a staff member or an external consultant to take the lead in the staff consultation based on the questionnaire. He/She has the responsibility for handing out the questionnaires, collecting them within a deadline, analysing them and communicating the results. In order to make the results as transparent as possible it is necessary to present the results in written form to the staff and to discuss the most important and most controversial issues at an internal meeting. The results of the consultation can also be a valuable basis for the workshop Type I (see below).

Since it takes some time to fill in the questionnaires and to collect and analyse them, this staff consultation may only be done e.g. once a year. The whole staff should be consulted and one (or more) person(s) (e.g. the manager of the initiative) should be responsible for collecting and analysing the results and for communicating them.

▶ **HANDY HINTS**

It should be made clear that an honest and critical view of the organisational framework is expected and accepted by the management and the whole team.

If possible and wished for, individual answers can remain anonymous.

There should be time and space for reflecting on how to implement improvements and how each member of the team can contribute.

The two workshops

Job coaches



[Instrument 3+4]

are mainly designed to stimulate an exchange of views among the staff members. They provide an opportunity to discuss the mission of the SE agency, ways to reach these targets and the actual performance of the organisation. The workshops are evaluation tools and instruments for organisational development and leave leeway for the development of new quality criteria in Supported Employment. The two workshops have different aims. Workshop 1 aims to gather the staff's view on the organisational framework of the agency and on necessary qualifications and skills of a job coach. Workshop 2 is designed to collect the staff's views on high-quality SE and on general goals of the agency.

56

One or two staff members or external facilitators is/are responsible for organising the workshop, chairing the discussion and documenting the results. He/She has to make sure that the workshop programme is followed, that every participant is actively involved in the discussion and that controversial issues do not lead to unpleasant conflicts among participants. The facilitator should ideally have some training and/or experience in communication and facilitation. The results have to be documented carefully during the discussion (maybe by a person other than the facilitator) and communicated to and discussed with the participants afterwards (e.g. at a staff meeting).

TIME

The workshop is the most time-consuming instrument. It requires some hours of preparatory work with regard to organisation and design, about half a day from every participant at the workshop and at least half a day for follow-up work (i.e. writing minutes, communicating the results).

WATCH OUT

It has to be considered that such a workshop might trigger unexpected group dynamics and opens up old or new lines of conflict. At the same time it can also be a good way to improve the co-operation between staff members, the relationship between the staff and the management and the identification with the work as a job coach. Some interesting quotes may be used as mottos for the SE agency and its public relations.

The decision as to whether the manager of the SE agency should participate in the workshop can only be made according to the individual situation and the wishes of the staff. On the one hand, it might make sense to include him/her in the discussion, because it stimulates the exchange of views across hierarchies. On the other hand, it might prevent some staff members from clearly articulating critical issues.

▶ **HANDY HINTS**

Make sure that every participant has enough time to participate in the whole workshop.

There should be enough room for the discussion group (maybe you will need another room for group work) and necessary material (flip charts, pencils etc.) should be prepared.

Make sure that every participant is actively involved in the discussion.

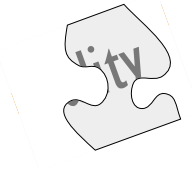
If possible, the workshop group should not be smaller than four and not be bigger than eight persons.

The workshops should not last longer than four hours. Make sure that there is enough time for one or two short coffee breaks.

Make sure that different types of methods are applied at the workshop (discussions in smaller groups, brainstorming in the plenary, individual work etc.).

The results of the workshop have to be documented carefully. While the facilitator writes keywords on the flip chart, if possible, another person should document quotes during the discussion.

Job coaches



Please read the following sentences carefully. Give yourself marks, assess your own work!

[Job coaches]



0 not applicable 3 fairly
 1 very well 4 badly
 2 well 5 very badly

Characteristics of SE Process

I involve the job seeker/employee from the beginning to the end of the SE process. I support him/her to make his/her own decisions.

0	1	2	3	4	5
---	---	---	---	---	---

I involve his/her family, friends and professionals in all phases of the process, according to his/her wishes.

0	1	2	3	4	5
---	---	---	---	---	---

I provide good information, communication and collaboration for and with all partners.

0	1	2	3	4	5
---	---	---	---	---	---

I make the SE process clear and reliable for all partners.

0	1	2	3	4	5
---	---	---	---	---	---

I ensure confidentiality throughout the SE process.

0	1	2	3	4	5
---	---	---	---	---	---

I apply a flexible and person-centred approach.

0	1	2	3	4	5
---	---	---	---	---	---

Making contact and exchanging information

I welcome the job seeker (and the employer) in an open and inviting atmosphere.

0	1	2	3	4	5
---	---	---	---	---	---

I give appropriate information about the SE agency and the ordinary labour market.

0	1	2	3	4	5
---	---	---	---	---	---

I design the SE process individually according to this particular job seeker's needs.

0	1	2	3	4	5
---	---	---	---	---	---

Vocational profiling and planning

I collect relevant information on the job seeker and his/her vocational situation with him/her and other persons.

0	1	2	3	4	5
---	---	---	---	---	---

I give the job seeker the opportunity for job tasters and work experience options.

0	1	2	3	4	5
---	---	---	---	---	---

I base the profiling and planning on the job seeker's interests and abilities.

0	1	2	3	4	5
---	---	---	---	---	---

I develop an individual and flexible plan with this particular job seeker.

0	1	2	3	4	5
---	---	---	---	---	---

Job search

I support the job seeker to find the best possible job, matching his/her interests and abilities.

0	1	2	3	4	5
---	---	---	---	---	---

[58]

[Job coaches]



I inform the job seeker about different kinds of work and different workplaces.

0	1	2	3	4	5
---	---	---	---	---	---

I offer the job seeker appropriate support and training to find a job.

0	1	2	3	4	5
---	---	---	---	---	---

I analyse and assess possible work sites with regard to tasks, work culture and support needs.

0	1	2	3	4	5
---	---	---	---	---	---

I support the employer to find an employee matching his/her requirements.

0	1	2	3	4	5
---	---	---	---	---	---

Training on the job and further education

I offer the employee practical training on the job.

0	1	2	3	4	5
---	---	---	---	---	---

I offer the employee opportunities for training and further education off the job.

0	1	2	3	4	5
---	---	---	---	---	---

I identify and regularly review his/her training and education needs.

0	1	2	3	4	5
---	---	---	---	---	---

Support and cooperation at the work place

I offer personal support to the employee.

0	1	2	3	4	5
---	---	---	---	---	---

I actively involve co-workers and the employers in the integration process.

0	1	2	3	4	5
---	---	---	---	---	---

I help organise job modification and supportive technology to adjust the work site.

0	1	2	3	4	5
---	---	---	---	---	---

I collect and give regular feedback to/from all involved partners.

0	1	2	3	4	5
---	---	---	---	---	---

I give useful information and help with the paperwork to the employer and the employee.

0	1	2	3	4	5
---	---	---	---	---	---

I provide mediation between the employee, the co-workers and the employer.

0	1	2	3	4	5
---	---	---	---	---	---

I develop a good personal relationship with the employee.

0	1	2	3	4	5
---	---	---	---	---	---

I actively involve employee and co-workers to organise natural support in the company.

0	1	2	3	4	5
---	---	---	---	---	---

I keep contact with the employer and the employee, based on a jointly agreed rate of follow-up.

0	1	2	3	4	5
---	---	---	---	---	---

I support the career development of the employee.

0	1	2	3	4	5
---	---	---	---	---	---

[Job coaches] **Employee's workplace**



Paid job in the ordinary labour market

The employee has a valid contract of employment.

- Yes No

The employee's wage is adequate.

- Yes No

The employee has a stable job with a permanent contract.

- Yes No

Job match

I have the impression that his/her workplace has a positive atmosphere.

- Yes No

I have the impression that the employer is satisfied.

- Yes No

I have the impression that the employee feels in control at his/her workplace.

- Yes No

I have the impression that the employee has a valued job with clear tasks.

- Yes No

Career development

Vocational profile and ideal job match are up to date.

- Yes No

The employee's changing preferences are regularly reviewed.

- Yes No

Colleague status

I have the impression that natural support is in place at the workplace.

- Yes No

I have the impression that the employee is incorporated into the work team.

- Yes No

I have the impression that the employee has a good relationship with his/her co-workers.

- Yes No

[60]

Reflection on own answers

[Job coaches]

After filling out the questionnaire, go through your answers...



What are the points I am doing especially well on?

What are the most important points for improvement?

[6]

How can I proceed to improve these points?

[Job coaches]

I. Organisational framework



For job coaches:

Which aspects of the organisational framework do you need to be able to do a good job?

For managers:

Which organisational framework do you consider to be important for the agency?

[62]

Mission statement

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Official job description for staff

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Working standards

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Clear competencies and responsibilities

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Clear guidelines

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Efficient administrative work

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Defined methods

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Useful and easy to use documentation system

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Adequate salary

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Steady labour contracts

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Working autonomy

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

**Adequate infrastructure
(e.g. computers, cars)**

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

**Regular exchange of information
and work experience between staff**

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

**Regular professional
consultation**

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Possibility for professional growth

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

**Systematic and planned further
professional training**

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Supervision

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

[Job coaches]



[63]

[Job coaches]



[64]

Clear rules for defining target groups

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Regular strategic review of the agency's work

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Good accessibility for job seekers

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Complaints procedure for the job seeker with a guaranteed action plan

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Regular data collection from all partners

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Effective co-operation with parent organisation (if applicable)

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

Knowledge and measurement of partners' satisfaction

- Very important
- Important
- Neutral
- Not very important
- Not important
- Don't know

In which of these areas do you see the necessity for improvement? And how could they be improved? Please fill in your comments!

[Job coaches]



Mission statement

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Working standards

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Clear guidelines

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Defined methods

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

[Job coaches]



Official job description for staff

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Clear competencies and responsibilities

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Efficient administrative work

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Useful and easy to use documentation system

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

[Job coaches]



Adequate salary

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Steady labour contracts

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Working autonomy

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Adequate infrastructure (e.g. computers, cars)

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

[Job coaches]



Regular exchange of information and work experience between staff

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Regular professional consultation

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Possibility for professional growth

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Systematic and planned further professional training

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

[Job coaches]



Supervision

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Clear rules for defining target groups

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Regular data collection from all partners

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Good accessibility for job seekers

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

[Job coaches]



Knowledge and measurement of partners' satisfaction

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Regular strategic review of the agency's work

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Complaints procedure for the job seeker with a guaranteed action plan

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

Effective cooperation with parent organisation (if applicable)

- Needs improvement
- Needs no improvement
- Don't know

Needs no improvement because... / How can it be improved?

2. Co-operation with different partners

[Job coaches]



How do you evaluate the co-operation of your organisation with its different partners?

With employers

Very good Good Bad Very bad Don't know

With policy makers

Very good Good Bad Very bad Don't know

With funding agencies

Very good Good Bad Very bad Don't know

With other SE agencies and other services

Very good Good Bad Very bad Don't know

With any other partners

(e.g. social services, employment services, health services)

Very good Good Bad Very bad Don't know

Very good Good Bad Very bad Don't know

[71]

[Job coaches] In which areas and how can the co-operation be improved?



With employers

With policy makers

With funding agencies

With other SE agencies and other services

With any other partners

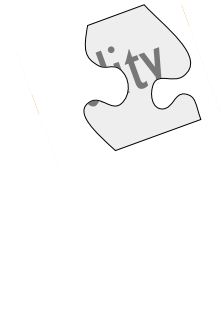
[72]

3. Public Relations

[Job coaches]

How do you evaluate the Public Relations work of your organisation?

- Very good
- Good
- Satisfactory
- Bad
- Very bad
- Don't know



How could the PR work of your organisation be improved?

[73]

[Job coaches]



Step :: Welcome < 20' >

Aims ::

1. To set up a good working atmosphere
2. To gather information on the expectations of the participants

Method, Questions

1. F welcomes all participants and briefly describes the aims and the structure of the workshop
2. All participants should briefly present their expectations towards the workshop

< Tools and facilities >

Prepared poster (Welcome, Aims of the Workshop, Structure and planned working time)



Facilitator: Answers of participants ("Expectations") should be documented on flip-chart

Step :: Discussion 'The perfect SE agency' < 45' >

Aims ::

1. To gather and structure staff's views on organisational framework
2. To discuss positive and negative issues with regard to organisational framework
3. To collect ideas for improvement

Method, Questions

1. F asks all participants to write three answers to the question "Which organisational framework does a job coach need to do a good job?" on post-its and to mark them according to their assessment with
2. "+" for "What works well" and with "-" for "What doesn't work well". Then F collects the post-its and clusters them with the participants according to thematic priorities
3. Plenary: Suggestions for improvement for those issues marked with "-" ("What doesn't work well")

< Tools and facilities >

Flip chart, post-its



Facilitator: Please make sure that all participants are included in the discussions (clustering and suggestions for improvement) and write down the "suggestions for improvement" on flip-chart

[Job coaches]



Step :: Discussion ‘The perfect job coach’ - Qualification, skills and training < 60’ >

Aims ::

1. To gather and structure staff’s view on necessary qualifications and skills of a job coach
2. To discuss positive and negative issues with regard to qualifications and skills
3. To collect ideas for improvement

Method, Questions

1. F asks the participants to form groups of 2 or 3 people to draw a poster on the “Perfect Job Coach”: 1) “What qualifications does a job coach need to do a good job?”, to discuss
2. “What works well, what doesn’t?”
The groups present their results in the plenary.
3. Plenary: Suggestions for improvement

< **Tools and facilities** >

Flip charts, drawing material

/
Facilitator: Please make sure that all participants are included in the plenary discussion and write down the “suggestions for improvement” on flip chart

Step :: Perspectives ‘Make three wishes’ < 20’ >

Aims ::

To discuss potential improvements

Method, Questions

- Brainstorming on the question: “If I could change whatever I wanted, what would I change in our organisation and/or in the service provided by us?”
- F writes down keywords on a flip chart

< **Tools and facilities** >

Flip charts

/
Facilitator: Please make sure that everyone is included in the discussion.

Step :: Goodbye < 15’ >

Aims ::

To collect feedback on the workshop

Method, Questions

- Every participant articulates one positive and one negative issue about the workshop (if possible)

< **Tools and facilities** >

Flip chart

/
Facilitator: F writes down the comments on flip chart (key words)

[Job coaches]



Step :: Welcome < 20' >

<p>Aims ::</p> <ol style="list-style-type: none"> To set up a good working atmosphere To gather information on the expectations of the participants 	<p>Method, Questions</p> <ol style="list-style-type: none"> F welcomes all participants and briefly describes the aims and the structure of the workshop All participants should briefly present their expectations towards the workshop <p>///</p> <p><i>Facilitator: Answers of participants ("Expectations") should be documented on flip-chart</i></p>	<p>< Tools and facilities ></p> <p><i>Prepared poster (Welcome, Aims of the Workshop, Structure and planned working time)</i></p>
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Step :: Definition 'Quality of our service' < 20' >

<p>Aims ::</p> <p>To gather and structure staff's views on high-quality SE service</p>	<p>Method, Questions</p> <ol style="list-style-type: none"> F asks all participants to write three answers to the question "According to me, high quality SE means..." on post-its, collects and clusters them together with the participants <p>///</p> <p><i>Facilitator: Please make sure that all participants are included in the discussions, if something is not clear let the participants explain their post-its.</i></p>	<p>< Tools and facilities ></p> <p><i>Poster with the question, post-its</i></p>
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Step :: Discussion 'Quality of our service' < 90' >

<p>Aims ::</p> <ol style="list-style-type: none"> To discuss positive and negative issues with regard to these goals To discuss necessary steps and indicators for having reached these goals To collect ideas on necessary steps 	<p>Method, Questions</p> <ol style="list-style-type: none"> +2. F asks the participants to form groups of 2 or 3 people to discuss: <ul style="list-style-type: none"> - "Which of these goals are we already reaching in our initiative?" - "Where are shortcomings?" - "What are necessary steps to reach these goals, too? And when do we know that we have reached them?" and write the ideas down on flip charts Plenary: Brainstorming on "What do we (the job coaches) need from others (management etc.) to reach these goals? What can we do ourselves?" F writes down the ideas on flip charts <p>///</p> <p><i>Facilitator: Please make sure that all participants are included in the plenary discussion and write down the ideas (key-words) on flip chart.</i></p>	<p>< Tools and facilities ></p> <p><i>Flip charts, drawing material</i></p>
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[Job coaches]



Step :: Perspectives ‘Where do we want to be in three years time’ < 30’ >

Aims ::

To discuss potential improvements

Method, Questions

Brainstorming on the question: “Where do we want to be in three years time”

F writes down keywords on a flip chart



Facilitator: Please make sure that everyone is included in the discussion and write down the answers in keywords.

< **Tools and facilities** >

Poster with the question

Step :: Goodbye < 15’ >

Aims ::

To collect feedback on the workshop

Method, Questions

Every participant articulates one positive and one negative issue about the workshop (if possible)



Facilitator: F writes down the comments on flip chart (keywords)

< **Tools and facilities** >

Flip chart

Managers



Aims of this chapter

to look at quality from the perspective of the managers

to focus on his/her view on the organisational framework

to promote exchange between management and staff

Introductory Remarks

Managers



This chapter focuses on the managers' view of the Supported Employment agency. They are mainly concerned about and responsible for

- structural aspects (organisational framework) and networking activities of the organisation and
- strategic decisions

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This manual offers two different instruments that have different focuses but complement each other to cover the managers' perception of the quality of SE.

The instruments and how to use them

Managers



The following instruments are useful to stimulate managers' reflection on service quality and possible improvements and on their perception of the organisational framework needed to provide high-quality SE.

The “Questionnaire on the organisational framework and co-operation and communication with partners of the agency”

focuses on the manager's view of the organisational framework of the SE agency he/she is responsible for and its activities in networking and external communication. In this way, they have the opportunity to reflect on the framework and think about possible improvements.

82

The manager fills in the same questionnaire as the staff (see chapter “Job coaches”). When the staff consultation is carried out, he/she may compare his/her assessment and ideas with those of the staff. It can be very interesting to see if there is a divergence or a convergence of the views of the different actors looking at the service from quite different angles. The results should be discussed at a staff meeting and could lead to a workshop if it is necessary to make a deeper analysis. Of course, the manager can reflect on the organisational framework whenever he/she thinks it appropriate.

IMPORTANT

When discussing the results in a meeting, divergent positions of staff and management should be talked about in an open and friendly manner. The atmosphere should stimulate a lively exchange of ideas where everyone feels free to express his/her views.

When the manager fills out this form he/she should share the results with the staff.

It is important that the manager is honest with himself/herself and with the staff.

The process should not stop with the reflection phase, but concrete steps for implementation of improvements should be taken.

TIME

It takes 15 to 30 minutes to fill in the questionnaire, depending on how carefully the open questions are answered.

 **HANDY HINTS**

If the results of the questionnaires are discussed in a staff meeting, make sure that the facilitator is accepted by all participants.

Managers



The “Reflection questionnaire”

is intended to stimulate managers’ reflection on the agency’s service quality and the potential for improvements. The questions help to think about general aims of the agency, its shortcomings and resources and the direction into which the agency should be going.

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The results do not necessarily need to be analysed in a systematic way. They can be used by the manager as a self-evaluation of his/her work or – if any of the answers are especially interesting – they should be an issue for further proceedings, e.g. a workshop on the topic with the staff or with representatives of the mother organisation.

 **IMPORTANT**

Please do consider the information “Important” in the above section on the questionnaire.

 **TIME**

It takes around 30 minutes to answer the questions carefully.

[Managers]



1. When thinking about the SE process in our agency...

I consider these tasks/phases as the most important...

I consider these tasks/phases as the most difficult...

[84]

2. When thinking about the SE structure in our agency...

I consider these issues as the most important...

I consider these issues as the most difficult...

3. What are the main strengths of our agency?

[Managers]



How can we secure or even further develop these strengths in the future?

[85]

What can I contribute to that?

What is needed from others (e.g. staff, funding agencies, employers)?

4. What are the main weaknesses of our agency?

[Managers]



How can we overcome these weaknesses in the future?

What can I contribute to that?

[86]

What is needed from others (e.g. staff, funding agencies, employers)?

5. I would define “high quality SE” as follows...

Are we providing such a high quality service?

Where is potential for improvement?

[Managers]



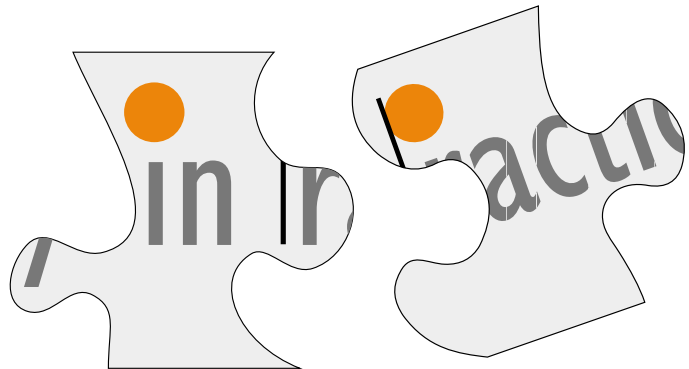
What can I contribute to that?

[87]

What is needed from others (e.g. staff, funding agencies, employers)?

6. Thinking about an ideal future: Where do we want to be in five years time?

Stakeholders



Aims of this chapter

to find similarities and differences in perspectives of different stakeholders in order to better cater to their needs

to promote better understanding between stakeholders

to create real partnerships with and between stakeholders

to elicit recommendations on how to improve SE services

Introductory Remarks

Stakeholders



This chapter focuses on bringing together the quality perspectives of the different stakeholders of SE. It is an important part of this manual, if one's objective is to gain a multifaceted picture of quality perspectives of SE.

Bringing stakeholders' views together can be done on different levels and in different ways:

- It can be the conclusion to a longer process of looking at different stakeholders' perspectives of quality of SE. In this case the work from the preceding chapters is synthesised, analysed and conclusions are derived from it.
- It can be done as a one-off event for stakeholders involved in a particular service provider's SE process, without having gone through any of the other activities in the preceding chapters.

It can be used on a regional, national and/or international level to promote exchange between stakeholders from different SE providers, different regions and different countries and improve quality development on a broader level.

The instruments and how to use them

Stakeholders



The following three instruments cover different ways of bringing stakeholders' quality perspectives together.

The Workshop "Summarizing stakeholders' views"

[Instrument 1] has the aim to bring together material that has been collected on the individual stakeholders' perspectives. The workshop is an opportunity to discuss the results of the preceding evaluation, to compare the views of the different stakeholders and to elicit consequences for the work and possibilities for further development.

92

This is the best way of synthesizing the evaluation of the individual phases, workshops and interviews and it is very helpful in presenting the results of previous work to the SE agency's employees.

A variety of methods, enabling participants to be actively involved in the discussion are suggested in the workshop design.

The participants should mainly be the staff and the manager of the SE agency (if applicable, the Quality team). If possible, it is useful to include representatives from different stakeholder groups.

IMPORTANT

Ask participants to carefully look through the results of the evaluation. This will be the basis for the workshop.

If possible ask someone from outside the SE agency to chair the workshop. In some cases it is easier or makes more sense for someone from within the organisation to facilitate. In any case the facilitator should make sure that every participant is actively involved in the discussion. Thus, he/she should have experience in facilitating groups and needs patience and a high degree of flexibility.

Since participants may have special needs (e.g. easy language, clear graphics on the flip chart), the facilitator should be informed about these before the workshop.

The results of the workshop are documented on flip charts etc. It can also be useful to take notes or record the workshop on tape.

3 TIME

The workshop requires about half a day (including one or two coffee breaks). The preparatory and follow-up work (i.e. writing minutes, communicating the final results) will need at least another half a day.

HANDY HINTS

If possible, two persons should facilitate the workshop because the discussion has to be documented carefully and some participants might need special attention and support.

Allow time for informal exchange (e.g. coffee breaks, lunch).

If possible, the discussion group should not be smaller than four and not be bigger than eight persons.

Stakeholders



The Workshop “Bringing stakeholders together”

[Instrument 2]

allows those involved with one particular SE agency to get together and voice and exchange their perspectives. Sometimes such a workshop is the first opportunity for different stakeholders to get to know each other and learn about other views on the SE service.

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The workshop needs less resources than eliciting stakeholders' views separately and can be a good start to bring new impulses to a SE agency. Nevertheless, if this is used as the only instrument to find out about quality of SE from the stakeholders' perspective, stakeholders might influence each other's views and results may not be as clear as when stakeholders are asked separately.

IMPORTANT

The recommendations that are raised in the workshop can be used for a follow-up implementation plan that actively involves participants as future partners.

Please also consider the information in “Important” above (Workshop 1).

Choose a good mix of participants: e.g. participants with good experiences in SE as well as those with bad experiences, people you have known for a long time as well as those you have just met/started working with. Try to gather an equal number of stakeholders (not 10 job coaches, 1 job seeker, 1 employer).

The results of the workshop are documented on flip charts etc. It can also be useful to take notes or record the workshop on tape.

3 TIME

The workshop requires about half a day (including one or two coffee breaks). The preparatory and follow-up work (i.e. writing minutes, communicating the results) will need at least another half a day.

▶ **HANDY HINTS**

If possible, two persons should facilitate the workshop because the discussion has to be documented carefully and some participants might need special attention and support.

Stakeholders



Make sure the atmosphere and framework are conducive to active participation of each participant: Have a friendly seating arrangement. Leave enough time for each person to speak and listen to everybody. Use easy language.

Allow time for informal exchange (e.g. coffee, lunch, dinner, social event, game).

Make a special effort to include job seekers and employers. This includes invitations as well as provisions during the workshop like easy language and explaining things that SE insiders take for granted.

Give participants a “certificate” or proof of participation and/or a small souvenir for them to remember the event and/or to use for further qualifications.

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Another possibility to bring stakeholders’ views together is to organize a

“Conference on quality of SE”

A conference can be organised and financed together with different partners (policy-makers, employers, other providers) and can be one step in improved partnerships in SE. Whereas a workshop can be organized and carried out in a few weeks, the preparation for a larger conference needs about half a year. Keep in mind that it takes a large amount of resources – money, time, people, etc – to organise this kind of event. At the same time it has many advantages and a larger scope than the other proposed activities, for example:

- the SE agency can involve new stakeholders
- the SE agency can improve its visibility
- the SE agency can improve its contacts and networking
- SE in a region or country can be improved and developed

To give you a first idea how the agenda of such a conference may look like, we have included the agenda of the conference we organised as the final event of the QUIP project (see “Example” at the end of this chapter).

[Stakeholders]



Step :: Welcome and introduction < 20' >

Aims :: 1. To set up a good working atmosphere 2. To present the aims & the structure of the workshop	Method, Questions 1. F welcomes all participants and briefly describes the aims and the structure of the workshop 2. All participants should briefly present their expectations towards the workshop // <i>Facilitator: Answers of participants ("Expectations") should be documented on flip chart</i>	< Tools and facilities > Prepared flip chart (Welcome, Aims of the Workshop, Structure and planned working time)
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Step :: "What are the most interesting results of the preceding evaluation?" < 30' >

Aims :: To discuss the results of the evaluation & to compare them with one's own views	Method, Questions Brainstorming on the question: "What are the most interesting results of the evaluation from my point of view?" // <i>Facilitator: Please write down keywords on a flip chart. Make sure that everyone is included in the discussion!</i>	< Tools and facilities > Flip chart
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Step :: "What is important for the stakeholders?" < 90' >

Aims :: To compare and discuss differences and overlaps of the stakeholders' views	Method, Questions 1. F asks the participants to form 2 groups. Each group shall prepare a poster on the question: Differences and overlaps of views of the different stakeholders 2. Presentation of the results in the plenary // <i>Facilitator: Please make sure that all participants are included in the plenary discussion.</i>	< Tools and facilities > <i>Flip charts, drawing material</i>
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[Stakeholders]



Step :: The SE agency in practice/ Concrete ideas for improvement < 60' >

<p>Aims ::</p> <p>To develop and discuss potential improvements</p>	<p>Method, Questions</p> <ol style="list-style-type: none"> 1. Participants are asked to write down their concrete ideas for the improvement of the SE agency on post-its, F puts them on the flip chart 2. Participants discuss the results in the plenary <p>/</p> <p><i>Facilitator: Please make sure that the participants get enough time to write down their ideas Maybe someone needs your help with writing down his/her thoughts.</i></p>	<p>< Tools and facilities ></p> <p>Prepared flip chart, post-its</p>
--	--	--

Step :: Goodbye < 60' >

<p>Aims ::</p> <p>To collect feedback on the workshop</p>	<p>Method, Questions</p> <p>Every participant articulates (at least) one positive and one negative issue about the workshop (if possible)</p> <p>/</p> <p><i>Facilitator: F writes down the comments on flip chart (keywords)</i></p>	<p>< Tools and facilities ></p> <p>Flip chart</p>
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[Stakeholders]



Step :: Welcome and get to know each other < 30' >

Aims ::

1. Presentation of objectives and structure of the workshop
2. To create a good working atmosphere

Method, Questions

1. F welcomes the participants and presents objectives and structure of the workshop
2. All participants introduce themselves briefly: Name, profession, connection to the SE agency.
3. All participants express their expectations towards the workshop



Facilitator: F writes down the information on post-its ("suitcases") and puts them on the prepared poster

< Tools and facilities >

Prepared flip chart posters: Welcome, Aims and structure of the workshop, Prepared poster: "My expectations" & post-its

Step :: Stories about quality criteria < 30' >

Aims ::

To collect important quality criteria in the view of the participants and fill them with life ("stories")

Method, Questions

Every participant gives one example ("story") for the question: "In my view this is good SE quality..."



Facilitator: F writes keywords on the "stories" and the discussion on the prepared poster

< Tools and facilities >

Prepared poster: "Good quality Supported Employment"

Step :: The QUIP Poster < 45' >

Aims ::

To evaluate the existing quality criteria from the point of view of the participants

Method, Questions

1. Presentation of Quality Poster: "What is the idea behind it?"
2. F gives concrete examples for quality criteria
3. F hands out stickers
4. Participants choose the three most important quality criteria (stickers) from their point of view
5. Results are discussed in the plenary



Facilitator: Stickers are handed out (one colour per stakeholder group), F writes keywords of the discussion on the poster

< Tools and facilities >

The Quality Poster, stickers (one colour per stakeholder group)

[Stakeholders]



Step :: Recommendations < 60' >

<p>Aims ::</p> <p>To develop suggestions/recommendations</p>	<p>Method, Questions</p> <ol style="list-style-type: none"> 1. F asks the participants to form two groups. Each group shall prepare a poster on the question: "What should be the consequences for the SE agency?" 2. One person per group presents the results in the plenary. <p>/</p> <p><i>Facilitator: Please take care that the groups are balanced and that job seekers who might need help are supported (e.g. by job coaches)</i></p>	<p>< Tools and facilities ></p> <p>Posters</p>
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Step :: Goodbye < 15' >

<p>Aims ::</p> <p>To collect feedback on the workshop</p>	<p>Method, Questions</p> <p>Every participant articulates one (or more) positive and one negative issue about the workshop (if possible)</p> <p>/</p> <p><i>Facilitator: F writes down the comments on flip chart (keywords)</i></p>	<p>< Tools and facilities ></p> <p><i>Flip chart</i></p>
--	--	---

Example: Information leaflet of the QUIP conference

Bringing Stakeholders' Views Together

Budapest, 10-12 October, 2002

'Quality in Practice – Stakeholders' View of Supported Employment Initiatives' is an evaluation project in the framework of the European Commission's Leonardo programme and is being carried out by 12 partners from five countries. The project mainly aims at

Stakeholders



- Defining relevant quality criteria in Supported Employment from the point of view of the different stakeholders (project managers, job coaches, service users, employers, public authorities)
- Defining criteria for success of Supported Employment projects other than pure quantitative measures
- Developing instruments for the ongoing evaluation of Supported Employment projects

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The final conference of the project, taking place in Budapest from 10-12 October, will enable the project team to present results and aims at

- Discussing and receiving feedback on the project results
- Facilitating exchange and networking within and between the countries
- Developing (international and national) recommendations
- Raising awareness for issues of Supported Employment in Hungary
- Involving all participants actively

The target groups of the conference are all persons actively involved and/or interested in Supported Employment (project managers, job coaches, service users, employers, public authorities etc.). English will be the conference language, but translation will be provided to allow active involvement of all participants. The structure of the conference will also facilitate this active involvement: Two different types of workshops will give everyone a chance to speak and to get involved in the process of discussion. Lively presentations of the workshop results by workshop participants in the plenary session will allow participants to exchange views and share the results between the different working groups.

The two workshops will be:

- "Bringing stakeholders' quality perspectives together (per country)" and
- "Stakeholders' voices – Comparing views across countries"

They mainly aim at:

- Collecting statements on the quality of Supported Employment
- Linking these statements and ideas to the already existing QUIP results
- Developing recommendations

Example: Agenda of the QUIP conference

Bringing stakeholders' views together Budapest, 10-12 October, 2002

Stakeholders



Friday, 11 October 2002

- 09:30 Opening Session
- 09:45 Keynote speech on Quality of Supported Employment
- 10:45 Coffee break
- 11:00 "Stakeholders' Stories"
Three stakeholders and their personal examples for good Supported Employment
- 11:45 "QUIP Stories"
Presentation of the QUIP project, results and products
- 12:15 Introduction to the workshops and organisational matters
- 12:30 Lunch break
- 13:30 "Bringing stakeholders' quality perspectives together (per country)"
National workshops

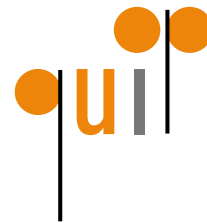
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Saturday, 12 October 2002

- 09:30 Quality perspectives for the present and the future
Presentation of the national workshops' results
- 10:30 "Stakeholders' voices – Comparing views across countries"
International workshops
- 12:00 Lunch break
- 14:00 "Stakeholders' voices – Comparing views across countries"
Session 2
- 15:00 Coffee break
- 15:30 "Raising our voices"
Presentation of the international workshops' results
- 16:30 "Stories from the outside"
The view of the external evaluator on the QUIP project
- 17:15 Closing Session

Perspectives of quality

“Quality criteria”



Perspectives of quality in Supported Employment

The “Perspectives of quality in Supported Employment (SE)”

aim to give a detailed overview of the most important quality criteria in Supported Employment from the viewpoint of the different stakeholders. These quality criteria are one of the most important results of the QUIP project and form the basis for the instruments presented in this manual.

According to standards in the international quality discussion the criteria have been divided into three sections:

Outcomes of SE

are the results of Supported Employment, mainly a job (of a certain quality) on the ordinary labour market.

SE Process

refers to how the co-operation of the job coach with the job seeker and other relevant partners (e.g. employers) should be organized.

Under SE Structure

the criteria with regard to the framework of SE on different levels (national, regional, organisational, etc.) are summarized.

Since there are many overlaps and mutual dependencies, successful SE depends on a combination of these three quality criteria groups.

The attractive poster format gives interested SE agencies the possibility to hang the list on the wall as a reminder of the quality issue and/or to inform people who are not involved in SE about the services of the organisation. The front (the “poster”) with its keywords provides a short overview of the quality criteria. On the back you find a more detailed version, e.g. giving examples of what actually lies behind those keywords.





This manual also contains a simple text version of the quality criteria poster, which may easily be copied and used in an uncomplicated way as discussion and/or information material.

The list is not only the basis for already existing instruments as described above but may also be used to find new issues for (self-)evaluation. To give you a few

Examples

- The quality criteria poster can be used for the job coaches' workshop (see chapter Job coaches). The workshop participants may choose one of the issues they regard as most important (e.g. SE structure/networking) and discuss this topic in detail during the session.
- The list can also be a basis for the interview with job seekers on process and quality of SE (see chapter Job seekers). The open question 1.3 about the co-operation between job coach and job seeker could be specified by raising some of the issues discussed in the section "SE process" of the collection of quality criteria.
- At a meeting on "Bringing stakeholders' views together" (see chapter Bringing stakeholders' view together) the poster may be used to assess the importance of the different quality criteria for the various stakeholders. One possibility would be to hand out stickers (one colour for each stakeholder group), then let people choose the three most important quality criteria from their point of view and give them some time to talk about the results. Usually, this is an incentive for exciting discussions about the different perceptions and assessments.

I. Outcomes of SE

[Perspectives]



1. The job seeker finds and keeps a **paid job on the ordinary labour market**.

- a. There is a **valid contract** of employment agreed by the employer and the employee.
- b. The employee's **wage is adequate**. That means the same level as colleagues doing the same job and normal company perks.
- c. The employee has a **stable job**. That means he/she has a permanent contract or a short-term job that could be extended into a long-term job.

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2. The employee has a **job that matches his/her preferences, skills and abilities**. This means that it is based on his/her interests, gives opportunity for individual development and provides positive challenges.

- a. The workplace has a **positive atmosphere**. That means an atmosphere of trust, fun, security, work satisfaction and comfort.
- b. The **employer is satisfied**. That means that the employer sees the person as a valuable employee and is clearly interested in the employee's development.
- c. The **employee feels in control**. That means he/she is working independently, asks for help if needed and takes responsibility for him/herself.
- d. The employee has a **valued job with clear tasks**. That means that the employee is clear about what is required and receives regular feedback from co-workers and supervisors.

3. The employee is a **valued colleague** and a **full member of the team**.

- a. **Natural support** is in place. This means that the employee is supported by his/her co-workers and the employer.
- b. The employee is treated as a colleague and is **incorporated into the work team**.
- c. The employee has a **good relationship with co-workers**.
- d. The employee has the **opportunity to get involved in out-of-work activities**.

[Perspectives]



4. The employee has **opportunities for career development**.

This means the employee is able to develop his/her job with the current employer or has the opportunity to develop his/her career with a different employer.

5. There are a number of alternative choices a person can make, even if for the time being he/she is not able or does not want to find a job on the ordinary labour market. The clarification of the vocational situation of the job seeker can be a possible, but not in itself intended outcome of SE. The goal of SE is to find and keep a job on the ordinary labour market and the SE agency should not be misused as a clearing agency.

[106]

II. SE Process

I. Characteristics of the SE process

1. The **job seeker/employee is involved from the beginning to the end of the SE process**. Systematic cooperation with him/her is vital for the success of the SE process. He/She is responsible for his/her career, **so decisions are only made by him/her** with the support of the job coach.

2. The **family, friends and professionals of the job seeker are involved in all phases of the SE process if the person wants this**. This means they are well informed and their ideas and support are welcomed.

3. **SE is focused on partnerships**. The main partners are job seekers who need support to get and keep a job, employers and co-workers. Partners are valued and treated with respect. That means partners are taken seriously, being listened to and accepted as they are.

4. The basis for a successful SE process is **good information, communication and collaboration for/with all partners**. Information should be easy to understand for all partners.

5. The SE process needs to be **clear and reliable for all partners**. All partners know in all phases of the process what will happen next and what is expected from them.

6. **Confidentiality** is ensured throughout the SE process. Information about the job seeker and the company is treated confidentially. All data and computers are protected against access from unauthorized persons.

7. The SE agency has a **flexible and person-centred approach**. That means tailor-made support to the job seeker and the employer and that the SE agency **quickly responds to partners' needs**.

8. The SE agency ensures **continuity of support**. The responsible staff members are introduced to the job seekers and employers. If possible and desired by the job seeker the contact person stays the same during the entire SE process.

[Perspectives]



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2. Making contact and exchanging information

1. The job seeker and the employer are **welcomed in an open and inviting atmosphere** at the SE agency.

2. They receive **appropriate information** about the SE agency and the ordinary labour market.

3. The **job seeker is willing to become involved in the SE process**. That means he/she agrees to find work on the ordinary labour market.

4. The **SE services** offered to the job seeker **are well described and clearly defined in a service agreement**. The service agreement involves all important aspects and responsibilities of each partner throughout the SE process

5. The SE process is **designed individually for each job seeker**. If possible the job seeker should have the choice of different support persons and kinds of support.

[Perspectives]



3. Vocational profiling and planning

1. The basis of the SE process is **collecting relevant information** on the job seeker and his/her vocational situation **with the job seeker** and other persons. The goal is to identify the motivation, interests, attitudes, abilities and support needs of the job seeker and realistic aims for further career development.

2. The process should also include job tasters and **work experience options**.

3. **Profiling and planning** are **based on the job seeker's interests and abilities**.

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4. An **individual, flexible plan** is developed with each job seeker.

4. Job search

1. The **job seeker is supported to find the best possible job**, which matches his/her interests and abilities.

2. The **job seeker is informed about different kinds of work** and has seen different workplaces.

3. The job seeker is offered **appropriate support and training to find a job**, e.g. support for job selection, job applications, job interviews and job negotiations.

4. The job coach **analyses and assesses the possible work sites** with regard to the tasks, the work culture and the support needs to match the requirements of the job seeker and the employer.

5. The **employer is supported to find an employee that matches his/her requirements**. The employer gets clear information about the available support to hire a job seeker with disabilities.

5. Training on the job and further education

[Perspectives]



1. The employee is offered practical **training on the job** by a job coach and/or co-workers, including a supported work practice if needed.
2. In addition, the employee has **opportunities for training and further education off the job** like skills training, training of social skills and self-advocacy.
3. The employee's **training and education needs are identified and regularly reviewed**.

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6. Support and cooperation at the workplace

1. The **employee, the co-workers and the employer receive appropriate and flexible support at the workplace**.
 - a. The employee receives **personal support** to learn and perform the job tasks, to integrate successfully into the company culture and the work team.
 - b. **Co-workers and the employer are actively involved** in this process and receive the necessary support and information to successfully include the new colleague.
 - c. There is a **focus on risk sharing** between the employer, the employee and the job coach. That means that responsibilities in case of problems or failure should be divided amongst the partners.
2. If needed, **job modification and supportive technology** are used to accommodate the work site.
3. The **job coach seeks and gives regular feedback to all involved partners** and is available when needed.

[Perspectives]



4. Employee and employer receive **useful information and help with the paperwork** in connection with the employee's job. This includes information on accommodating to the disability, legal information in connection with the employment and information about other support resources in the community.

5. The job coach can provide **mediation between the employee, the co-workers and the employer**. The job coach reacts quickly in case of difficulties and supports all involved parties to avoid and to solve problems as early as possible.

6. The job coach seeks to have a **good personal relationship with the employer and the employee** and stay in regular contact.

[IIO]

7. The **support is provided only as long as necessary**. The job coach fades with time.

- a. The **reduction of support is systematically planned**.
- b. The **employee and the co-workers are actively involved to organise the natural support** in the company and, if possible, a time limit for the support is identified.
- c. On the other hand the employer and the employee can contact the SE agency whenever needed and **ongoing support is possible** for as long as necessary.

8. The SE agency establishes a **follow-up system for the employer and the employee**. The job coach keeps contact with the employee and the employer over a longer period of time. The desired rate of follow-up is determined together with these partners.

9. **Career development is supported**. The employee is assisted to move to a better position in the company or to change a current job if wanted or needed.

- a. **Risk assessments are up-to-date** with all known and predicted changes to the current job.
- b. The **vocational profile** and ideal job match are **up-to-date**.
- c. The employee's **changing preferences are noted at regular reviews**.

III. SE Structure



I. Job coaches' characteristics & qualifications

1. The job coach has **professional knowledge**. That means he/she is familiar with relevant issues, has initial education in the field of SE, has practical and economic knowledge and is aware of the position of SE within the whole system of services.
2. The job coach has **professional experience**. That means work experience and/or experience in related unpaid activities, e.g. voluntary or family work.
3. The job coach has a **combination of key skills**. That means, e.g. communication and co-operation skills, patience, kindness, flexibility, creativity, working discipline, empathy, willingness to help, conscientiousness, problem-solving skills, trustworthiness, ability for self-reflection and self-confidence.



2. SE agency's organisational framework

1. The SE agency has a **mission statement** focussing on the goal of inclusion of all people with disabilities.
2. The SE agency has a **clear and effective organisational framework**, which enables unproblematic and effective organisational operation.
 - a. There are **working standards**, clear guidelines, defined processes and methods as well as an official job-description for the staff.
 - b. There are **clear competencies and responsibilities** within the organisation.
 - c. The **administrative work** within the organisation is **efficient**. That means documentation systems and administration are useful and easy to use.

[Perspectives]



3. The SE agency has **good working conditions for job coaches**. That means adequate salary for staff, steady labour contracts, working autonomy in the professional and financial sense, as well as an adequate infrastructure (e.g. computers, cars). These good working conditions are a prerequisite for a **low turnover** of staff.

4. The SE agency has **effective internal communication and information exchange** that enables teamwork. That means there is regular exchange of information between staff, regular professional consultation and the opportunity to share work experiences within the organisation.

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5. The SE agency ensures **opportunities for professional development and training of job coaches**. That means the job coach has the possibility for professional growth, the opportunity to participate in systematic and planned further professional training and in supervision.

6. There are **clear guidelines for defining target groups** for the work of the respective SE agency. (It is important that SE is available for those people who need extensive support to get and keep jobs on the ordinary labour market. This issue is also relevant for the “SE process”.)

7. There is **good accessibility for job seekers**. That means there are no obstacles to the SE service in a physical and psychological sense.

8. The **quality** and the effectiveness of the professional work of the SE agency are **monitored regularly and developed if necessary**.

- a. **Data and feedback** are **regularly collected** from all stakeholders, and their satisfaction is measured.
- b. There is a **regular strategic review** of the SE agency’s work.
- c. There is a **complaints procedure** with a guaranteed action plan.
- d. That also means **increasing the services** of the SE agency and extending the service for new client groups

9. If applicable: There is **effective co-operation with the parent organisation** to maintain the principles and practice of SE.

3. Networking

1. The SE agency and the job coaches **actively build relationships with employers**. That means, they find new employers and involve them in the programme, they keep contact to interested, aware and involved employers, amongst them significant and well-known companies.

2. The SE agency and the job coaches engage in **networking with other SE agencies and other services**. That means developing co-operation with other agencies and services at the organisational level as well as regarding the support of the individual job seeker, and participating in arenas/platforms of such networks.

3. The SE agency engages in **public relations work and external communication**. That means e.g. preparing society for the integration of people with a disability as well as being a good example for others and working against prejudices. It also means increasing the reputation of the SE agency and its services within society and among employers.

4. The SE agency **co-operates with policy-makers/funding agencies**. That means, e.g. that the SE agency can contribute to the national political and legal framework of SE.

5. The SE agency is encouraged to engage in **local, regional, national and international networking**. That means the agency actively builds relationships with relevant organisations, e.g. advocacy groups, family organisations or national organisations of SE.

[Perspectives]



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This evaluation manual is intended for Supported Employment (SE) agencies that are interested in evaluating their work. It is the product of a two-year long international project, which had as its main aim to define relevant quality criteria in SE from the point of view of the different stakeholders in the Supported Employment process. The manual provides instruments for quality monitoring and quality development. The variety of evaluation methods and comments on how to use these methods efficiently are presented here not only to enable an ongoing evaluation of SE agencies but also to involve the main stakeholder groups with their respective views on high-quality service in this process. For further information on the QUIP project see www.quip.at.

