

Curriculum Inclusive Job Design

Introduction

With this curriculum service providers active in the field of vocational rehabilitation, having qualified personnel in training & education as well as qualified personnel in Inclusive Job Design, have the opportunity to train their personnel in this methodology.

Service providers active in the field of vocational rehabilitation always look for new methodologies and new strategies, to increase the chances on the competitive labour market for their clients with a distance to this labour market, like for instance people with disabilities. Since a number of years, a new methodology has been applied by many different vocational rehabilitation service providers as well as by private companies: Inclusive Job Design.

Inclusive Job Design is a comprehensive term for an employer-oriented method to create sustainable jobs for people with disabilities whose chances of competitive employment are limited. Inclusive Job Design is based on the needs and demands of an employer. The socially innovative method of Inclusive Job Design implies the re-designing of work processes and the splitting of tasks with the aim of creating a positive business case for the employer and in the same time become more inclusive.

Based on the questions of an employer, work processes will be analysed and where possible re-designed, allowing highly qualified staff to be more available for work for which they are trained and educated. And in the same time, those tasks for which they are too high educated, will be combined into functions that are suitable for people who are now outside the labour market: regular and lasting functions that will be part of the company.

Inclusive Job Design has been successfully applied in many different work settings, in industry, retail, hospitals and nursing homes as well as white-collar environments. Employers realised an economic benefit when re-arranging the work and many persons having low chances to find a job on the competitive labour market, often people with disabilities were happy to join the workforce in a job that fits their competences.

In order to increase the number of qualified persons to use the methodology of Inclusive Job Design, a curriculum with training modules has been designed, based on parts of the educational 4C/ID model of Merriënboer¹. This model has been proven to be successfully applied to learn complex assignments in daily practice. It can be applied in the context of Inclusive Job Design, since this methodology has a simple starting point, though is asking for a number of actions to carry out, simultaneously and sequentially, in order to be successfully applied by those organisations involved in the vocational rehabilitation of people with a distance to the labour market, for instance people with a disability.

Curriculum for Employment Specialists

In the following pages, the training programme will be presented, consisting of different modules that can be applied within organisations involved in the vocational rehabilitation of people with a distance to the labour market.

Please note

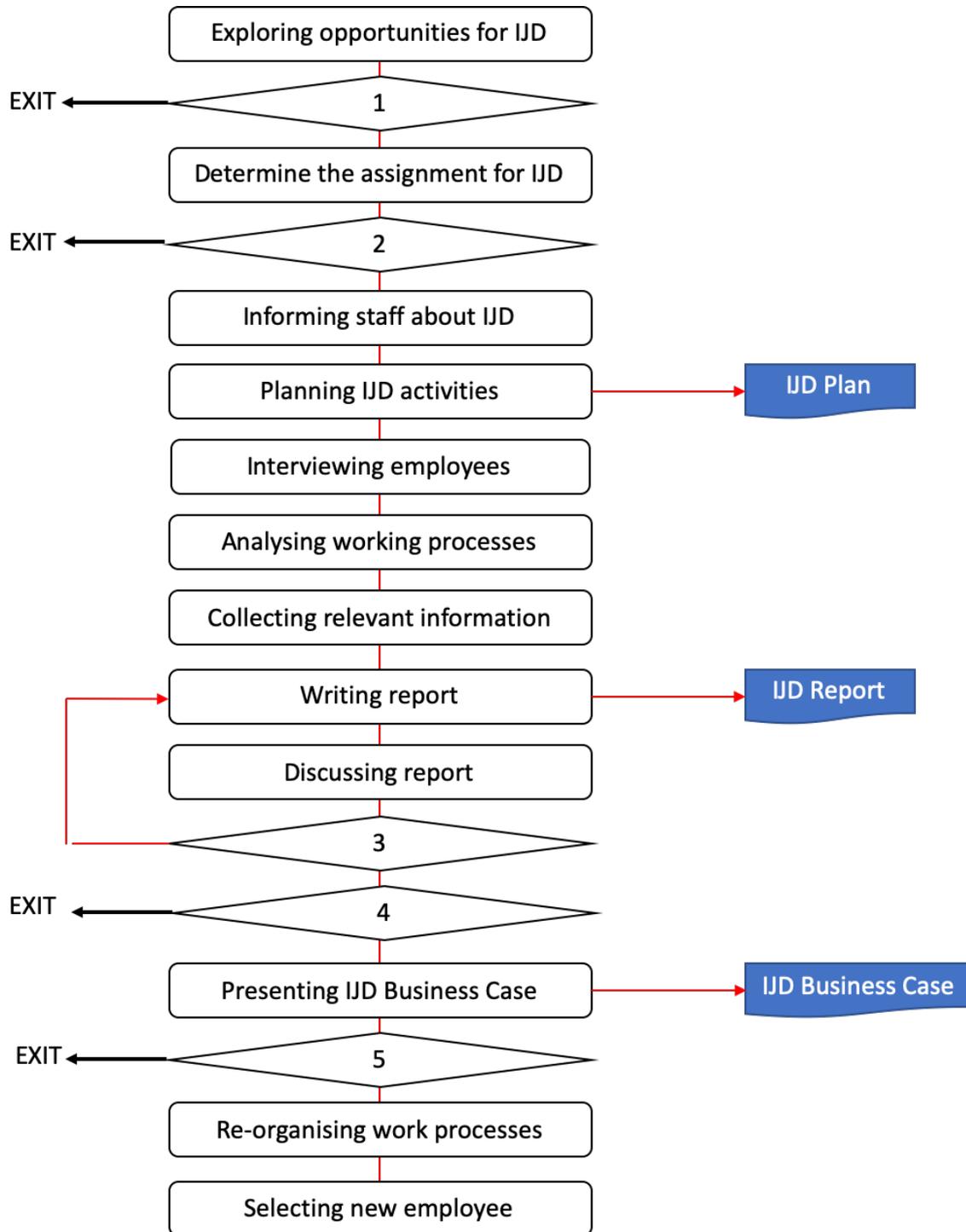
This Curriculum is based on all steps within the methodology of Inclusive Job Design. It could be that participants in the training already have the skills and knowledge formulated a learning goals in a specific module. In that there is the possibility to only select those modules needed for this specific person.

¹ <https://www.4cid.org/about-4cid>

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The process of Inclusive Job Design



1 Exploring opportunities

Introduction

In this first step of the process, you meet with an employer, being the person that is making the decisions about hiring people, and discuss his needs and the way Inclusive Job Design could be an answer for meeting his needs.

In detail you carry out the following activities:

- 1 Select a company
- 2 Contacting companies
- 3 Gather information about the company, their services/products, their needs
- 4 Meet the DMU: Decision Making Unit
- 5 Explain the methodology of Inclusive Job Design
- 6 Explore the opportunities for the company to create a win for them
- 7 End up with decisions if, and how to continue

These activities are trained in the following modules.

Activity 1	Select a company During this activity, you search the labour market for interesting companies.
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Learning goal 1	Participants describe the local labour market; the number of SME's, large companies and multinationals, the branches they belong to and other elements of interest for description	
Learning activities	20 minutes	The trainer presents how to describe the local labour market
	90 minutes	Homework assignment: Bring into view your local labour market, make use of the materials and information you received from your trainer. Prepare presentation with data of your local labour market, use the example.
	45 minutes	Plenary presentation, discussion added value of collected information
Materials for the trainer:	Instructions how to describe the local labour market Instructions how to lead a feedback session	

Learning goal 2	Participants name the factors where to look for when selecting a company that might gain by applying Inclusive Job Design.	
Learning activities	15 minutes	The trainer presents the factors that are of influence for a company to apply Inclusive Job Design in their organisation and explains why these factors are of influence and in what way.
	15 minutes	Participants interview each other about the factors of influence and the 'why' and the 'what'
	10 minutes	Plenary discussion for last clarifications and closing
Materials for the trainer:	Company related aspects of positive impact on benefits Inclusive Job Design	

Learning goal 3	Participants describe the possible interesting companies within their area.	
Learning activities	90 minutes	Homework assignment: Explore your local labour market for companies that might be of interest for applying Inclusive Job Design. Make a list of selected organisations including the reason behind your choice.
	45 minutes	Plenary discussion and feedback on homework
Materials for the trainer:	Instructions for open discussion Instructions how to lead a feedback session	

Activity 2	Contacting companies During this activity, you contact companies to find out their interest in Inclusive Job Design
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Learning goal 1	Participants describe the strategies to contact companies	
Learning activities	20 minutes	The trainer presents strategies how to contact companies
	30 minutes	Group work assignment: discuss with each other your 'usual' strategies, the pros and the cons and brainstorm about the newly presented strategies, the pros and the cons
	45 minutes	Plenary discussion and feedback on group work
Materials for the trainer:	Strategies to contact companies Instructions how to lead a feedback session	

Learning goal 2	Participants experience a new strategy to contact and inform one or more companies on IJD	
Learning activities	30minutes	Group work assignment; prepare contacting and inform companies by using a new strategy
	60 minutes – some days	Group work assignment: contact and inform companies by using a new strategy
	45 minutes	Plenary discussion and feedback on group work assignment
Materials for the trainer:	Instructions how to lead a feedback session	

Activity 3 **Gather information about the company, their services/products, their needs**
 During this activity, you look for all aspects that could be of influence on applying Inclusive Job Design. And you prepare yourself for 'being trusted as someone well prepared for a meeting'

Learning goal 1	Participants name the aspects they need to know about a company in order to be prepared for the meeting with the decision-making unit.	
Learning activities	15 minutes	The trainer presents the aspects that are of importance to know when meeting the decision-making unit of a company, and explains why they are important.
	15 minutes	Plenary discussion about aspects and clarifications and closing
Materials for the trainer:	Company related aspects of positive impact on benefits Inclusive Job Design	

Activity 4 **Meet the DMU: Decision Making Unit**
 During this activity you actually have a conversation with the person that has the possibility to make decisions about hiring persons. During this meeting, you have to find out what 'the problem' is of the employer, why he is interested in listening to you, what IJD could bring for this company and whether there is a match between his 'problem' and your 'solution'. If the DMU asks you about 'your clients', you need to be able to describe your clients in a way the DMU 'understands'

Learning goal 1	Participants can pitch Inclusive Job Design in their own words.	
Learning activities	15 minutes	The trainer explains what a pitch is, and presents the elements of a pitch. Participants can ask for clarification
	45 minutes	Group work of three: work out your own pitch and practice by presenting this pitch to each other. Use the checklist of the pitch as listeners.
	45 minutes	Pitching in plenary, everybody is critical friend, adaptations of personal pitch
Materials for the trainer:	How to make a pitch	

Learning goal 2	Participants describe in a pitch form five successful examples in different sectors, including bringing into view the added value for the company.	
Learning activities	60 - 75 minutes	Homework: participants read five examples of successful cases of Inclusive Job Design in different sectors and prepare pitches in their own style.
	45 minutes	Group work: participants describe in their personal style one successful example. Listeners act as employers and give critical friend feedback. Each participant adapts their personal pitch
	15 minutes	Plenary debriefing: what where their experiences, what has been learned
Materials for the trainer:	Examples of successful cases of Inclusive Job Design in different sectors	

Learning goal 3	Participants describe the key questions to find out whether Inclusive Job Design might be a solution for the 'problem' of the employer	
Learning activities	20 minutes	The trainer presents the key questions for an exploratory meeting with employers to find out whether Inclusive Job Design might be a solution for the 'problem' of the employer. Participants can ask for clarification.
	10 minutes	Individual written assignment to be planned somewhere in spare time during training sessions: participants name the key questions to find out whether Inclusive Job Design might be a solution for the 'problem' of the employer
Materials for the trainer:	List of key questions for DMU	

Learning goal 4	Participants show how to divide their service users into groups that can be used as a basis for their Inclusive Job Design activities	
Learning activities	20 minutes	The trainer presents different possibilities of selecting and creating 'groups' of an undefined number of individual service users
	60 minutes	Homework: participants collect all available and relevant data within the organisation related to the service users.
	45 minutes	Group work: participants discuss with each other how to 'create' groups, how to describe their groups.
	15 minutes	Plenary debriefing: what were their experiences, what has been learned
		Individual assignment: discuss with your manager the benefits and the possibilities of bringing into view the service users
Materials for the trainer:	Examples of different characteristics to create groups of service users	

Learning goal 5	Participants describe their clients in such a way the DMU understands	
Learning activities	20 minutes	Plenary brainstorm: what is 'employer' language, what to emphasize, what to avoid when describing your service users groupwise
	60 minutes	Role Play in groups of two: participants describe their clients to each other; one describes, the other one plays 'the employer'. Adapt and play once more.
	45 minutes	Plenary role play: one participant describes their service users 'in groups' with specific characteristics. All others play 'the employer'. Be each other's critical friend. Repeat at least three times. If possible, invite an employer to be present to provide feedback
	10 minutes	Plenary debriefing: what were their experiences, what has been learned
Materials for the trainer:	Do's and Don'ts in 'employer's language'	

Learning goal 6	Participants demonstrate how to explore, together with the employer, whether IJD could be of an added value for the company. Exploring means: ask the questions related to IJD, listen, 'hear' the openings of the DMU, continue asking and making a link with IJD if there is one, be objective in the possibilities, include examples where needed	
Learning activities	30 minutes	One roleplay: three participants in one group, one is employer 'having a problem that could be solved by IJD', one is Inclusive Job Designer and one is observer. The IJD'er searches for possible issues that might be solved by using the methodology of Inclusive Job Design. One round.
	15 minutes	Plenary feedback, all roles provide feedback on their experiences
	45 minutes	Two roleplays: three participants in one group, one is employer, one is Inclusive Job Designer and one is observer. The task of the IJD'er is to let the employer invite him for a next meeting to discuss the details of applying IJD in his company. Two rounds, change of roles.
	15 minutes	Plenary debriefing: what where their experiences, what has been learned Decision on repeating this learning activity
	90 minutes	Homework: carry out the exploration in a real live IJD practice
Materials for the trainer:	Assignment role play Instructions how to lead a feedback session	

2 Determine the assignment for Inclusive Job Design

Introduction

In this step of the process, you describe the assignment for IJD in a detailed way.

In detail you carry out the following activities:

- 1 Make a clear description of the 'why' and the objective of the IJD analysis
- 2 Manage expectations, by matching the needs of the company and the possibilities of IJD
- 3 Choice of the department(s) where to carry out the analysis
- 4 Identify information needed to start planning analysis:
- 5 Relevant documents
- 6 Supervisor(s) and employees to include in analysis
- 7 Discuss and decide about the planning in general terms

These activities are trained in the following modules.

Activity 1	Make a clear description of the 'why' and the objectives of the IJD analysis During this activity, you describe the 'why' for the employer and the objectives of the analysis
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Learning goal 1	Participants describe the 'why' and the objective of the IJD analysis in a way that is clear to the employer and single interpretable for all	
Learning activities	10 minutes	Individual assignment: participants formulate the 'why' and the objective of the IJD analysis
	20 minutes	Group work, same groups as in stp1/act4/lg6. IJD'er shows text to employer, discussion about formulation and adaptation if needed. Each participants practices.
	45 minutes	Plenary feedback session: what can participants learn of each other about how to formulate the 'why' and the objective of the IJD analysis.
Materials for the trainer:	Instructions how to lead a feedback session	

Activity 2	Manage expectations During this activity, you make a clear and realistic connection between the needs of the company and the possibilities of IJD
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Learning goal 1	Participants pitch the possibilities of Inclusive Job Design by combining the characteristics of IJD with the 'why' and the objectives of the IJD analysis	
Learning activities	10 minutes	The trainer explains the assignment: being able to combine the 'pitch' of IJD with the 'why' and the objective of the IJD-analysis
	45 minutes	Group work assignment: groups of three, same groups as in stp1/act4/lg6. Practice this pitch, adapt pitch if needed. Each participant practices.
	15 minutes	Plenary discussion and feedback on group work, what has been learned
Materials for the trainer:	Examples of successful cases of Inclusive Job Design in different sectors Instructions how to lead a feedback session	

Activity 3 **Choice of the department(s) where to carry out the analysis**
 During this activity, you explore with the DMU the possibilities within the organisation to carry out the analysis

Learning goal 1	Participants describe the elements that are of influence on the choice of a department	
Learning activities	20 minutes	Individual assignment: participants read about the elements that are of influence on the choice of a department; the why and the way they influence
	10 minutes	Individual written assignment to be planned somewhere in spare timed during training sessions: participants name the elements that are of influence on the choice of a department and explain the reason why they are of influence as well as the way they influence.
Materials for the trainer:	Elements of influence on the choice of a department	

Activity 4 **Identify information needed to start planning analysis:**

- **Materials**
- **Supervisor(s) and employees to include in analysis**

During this activity, you decide together with your contact person, what materials are needed and who will be part of the analysis

Learning goal 1	Participants name relevant materials for an IJD analysis	
Learning activities	15 minutes	Individual assignment: participants read about the relevant materials for an IJD analysis; the type and the possible usage
	10 minutes	Individual written assignment to be planned somewhere in spare timed during training sessions: participants name the relevant materials for an IJD analysis
Materials for the trainer:	List of relevant materials for Inclusive Job Design	

Learning goal 2	Participants name the number and 'type' of employees that can be included in an IJD analysis	
Learning activities	15 minutes	Individual assignment: participants read tips and advices about the number and 'type' of employees that can be included in an IJD analysis
	10 minutes	Individual written assignment to be planned somewhere in spare timed during training sessions: participants name the number and 'type' of employee that can be included in an IJD analysis
Materials for the trainer:	Tips number and type of staff to be included in an Inclusive Job Design analysis	

Activity 5 **Discuss and decide about the planning in general terms**
 During this activity, you complete the planning list for the analysis

Learning goal 1	Participants name the general activities that take place during an analysis	
Learning activities	15 minutes	Individual assignment: participants read about all activities that need to take place when carrying out an IJD analysis; the type of activity, the rationale behind the activity and the content of the activity
	15minutes	Individual written assignment to be planned somewhere in spare timed during training sessions: participants name all activities that need to take place when carrying out an IJD analysis; the type of activity, the rationale behind the activity and the content of the activity
Materials for the trainer:	Manual for an Inclusive Job Design analysis	

3 Informing staff about Inclusive Job Design

Introduction

In this step of the process, you inform the staff about the methodology of Inclusive Job Design.

In detail you carry out the following activities:

- 1 Share with DMU best ways to inform staff
- 2 Prepare staff information session(s)
- 3 Take part in information session(s)

These activities are trained in the following modules.

Activity 1	Share with DMU best ways to inform staff During this activity, you share with the DMU the best ways to inform staff
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Learning goal 1	Participants name their possibilities to inform staff about Inclusive Job Design, the methodology and planning	
Learning activities	15 minutes	Plenary: the trainer presents examples of how to inform staff about Inclusive Job Design, the methodology
	20 minutes	Group work of three: participants discuss the possibilities and brainstorm about when to do what and what matches with their personal style.
	30 minutes	Plenary discussion and feedback on group work, lessons learned
Materials for the trainer:	Tips to inform staff about Inclusive Job Design Instructions how to lead a feedback session	

Activity 2	Prepare staff information session(s) During this activity, you prepare your way of informing staff
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Learning goal 1	Participants present the Inclusive Job Design methodology in safe environment	
Learning activities	60 minutes	Individual assignment: participants prepare 'presentation'
	60 minutes	Group work assignment of three: present the IJD methodology, other participants listen as critical friendly staff, adapt presentation where needed. All participants practice.
	45 minutes	Homework: practice in 'real live IJD assignment'
Materials for the trainer:	Evaluation form for presentation	

Activity 3 Take part in information session(s)

During this activity, you present the Inclusive Job Design methodology in a real live setting

Learning goal 1	Participants present the Inclusive Job Design methodology in real live setting	
Learning activities	45 minutes	Homework: practice in 'real live IJD assignment'
	30 minutes	Individual assignment: write individual feedback and learning aspects
	45 minutes	Plenary discussion and feedback on individual homework assignment
Materials for the trainer:	Instructions how to lead a feedback session	

4 Planning IJD activities

Introduction

In this step of the process, you plan all the activities needed to be carried out to come to a conclusion about the possibilities of Inclusive Job Design within this organisation.

In detail you carry out the following activities:

- 1 Discuss with the supervisor(s) the best moments to carry out the interviews, observations and feedback moments
- 2 Make a detailed schedule with all dates and times of interviews, observations, feedback moments and reporting moments

These activities are trained in the following modules.

Activity 1	<p>Discuss with the supervisor(s) the best moments to carry out the interviews, observations and feedback moments</p> <p>During this activity, you discuss with those involved in the planning, all activities that need to take place for the analysis</p>
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Learning goal 1	Participants name the elements that can be of influence on the planning of the activities	
Learning activities	15 minutes	Individual assignment: participants read about the elements that can be of influence on the planning of the activities and therefore need to be part of the discussion with the contact person when planning the IJD activities
	10 minutes	Individual written assignment to be planned somewhere in spare time during training sessions: participants name the elements that can be of influence on the planning of the activities
Materials for the trainer:	Elements of influence on the planning of the activities	

Activity 2	<p>Make a detailed schedule with all dates and times of interviews, observations, feedback moments and reporting moments</p> <p>During this activity, you make a detailed planning including all activities that need to take place for the analysis</p>
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Learning goal 2	Participants complete a planning list including all IJD activities within the organisation	
Learning activities	20 minutes	Individual assignment: participants complete a planning list. Input for this planning list is their real live assignment; carry out an IJD analysis in practice
	30 minutes	Group work of two: check each other's planning, be each other's critical friend, adapt where needed
Materials for the trainer:	Format for planning Inclusive Job Design analysis	

5 Interviewing staff about Inclusive Job Design

Introduction

In this step of the process, you interview all relevant employees within this organisation. You first interview the supervisor of the selected department(s), and after this you interview relevant employees of the selected department(s).

In detail you carry out the following activities:

- 1 Present yourself, explain Inclusive Job Design and the aim of the interview
- 2 Interview the supervisor(s) of the department(s)
- 3 Interview employees of the department(s)

These activities are trained in the following modules.

Activity1	Present yourself, explain Inclusive Job Design and the aim of the interview
	During this activity, you present yourself, you explain Inclusive Job Design and the info that was agreed upon with the DMU about the aim of the Inclusive Job Design analysis

Learning goal 1	Participants present themselves as Inclusive Job Designer, explain Inclusive Job Design* and present the aim of the Inclusive Job Design analyses as was agreed upon by the DMU * Part of other learning activity	
Learning activities	10 minutes	Individual assignment: prepare a short introduction about yourself and the aim as was agreed upon by the DMU, or an alternative if not there
	20 minutes	Role play in groups of three: one role is Inclusive Job Designer, others are 'employer'. Introduce yourself, others listen and afterwards comment. Adapt if needed. All participants practice.
	10 minutes	Individual assignment: write down your introduction in full text in your own words: the presentation of yourself and the aim.
Materials for the trainer:	Tips for short introduction in role of Inclusive Job Designer Reasons for Inclusive Job Design, mentioned by DMU's	

Activity 2	Interview the supervisor(s) of the department(s)
	During this activity, you interview the supervisor related to issues around Inclusive Job Design on an intermediate level

Learning goal 1	Participants demonstrate their capacity to interview a supervisor	
Learning activities	30 minutes	Individual assignment: participants read about interview skills including the check list of questions related to Inclusive Job Design to be used in interviews for the supervisor
	75 minutes	Role play in groups of three: one role is Inclusive Job Designer, one is supervisor and one is observer. Practice the questions, using interview techniques, skip the introductory part. Evaluate afterwards, using the evaluation checklist. All participants practice.
Materials for the trainer:	Instructions for interviewing Evaluation form Evaluation form for 'exploring opportunities with the DMU'	

Activity 3 Interview employees of the department(s)

During this activity, you interview employees of a department related to issues around Inclusive Job Design on a micro level

Learning goal 1	Participants demonstrate their capacity to interview employees of a department	
Learning activities	75 minutes	Role play in groups of three: one role is Inclusive Job Designer, one is supervisor and one is observer. Practice the questions, using interview techniques, skip the introductory part. Evaluate afterwards, using the evaluation checklist. All participants practice.
Materials for the trainer:	Instructions for interviewing Evaluation form Evaluation form for 'exploring opportunities with the DMU'	

6 Analysing work processes

Introduction

In this step of the process, you first observe the work processes taking place in relevant parts of the department(s), wither by being virtually present and/or by collecting weekly schedules completed by employees. A next part of this step is to distinguish those tasks that can be seen as of a supportive level and those tasks that belong to the core tasks of the employee who carries out the tasks. The completed format forms the basis for this action. Based on the selected tasks that can be seen as of a supportive level for the employee who carries out the task, and the possibility to remove these tasks without interfering the work processes, and the assurance there are possible candidates to carry out the tasks, a first calculation is made of the number of hours that can be separated from the work packages of the employees.

In detail you carry out the following activities:

- 1 Observe the work processes in relevant parts of the department(s)
- 2 Complete the format for observations
- 3 Disseminate and collect weekly schedules
- 4 Combine selected 'supportive' tasks with profiles of target group, check realistic chance for Inclusive Job Design
- 5 Estimate the number of hours current employees can spend on other activities instead of the supported tasks

These activities are trained in the following modules.

Activity 1	Observe the work processes in relevant parts of the department(s) During this activity, you observe work processes carried out by employees in a specific department
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Learning goal 1	Participants distinguish different work processes within a total of work activities of a department	
Learning activities	15 minutes	Trainer explains the characteristics of work processes
	30 minutes	Individual assignment, combined with group work of two: watch movie of work processes and write down all recognised work processes, exchange results and reach consensus.
	15 minutes	Plenary discussion and feedback on group work
Materials for the trainer:	Characteristics of work processes Instruction how to develop a movie to show work processes Instructions how to lead a feedback session	

Learning goal 2	Participants distinguish core tasks and supportive tasks carried out by employees of a department	
Learning activities	15 minutes	Trainer explains in one sentence the difference between core tasks and supportive tasks. Plenary: participants exchange examples of core tasks and supportive tasks based on their experiences. Trainer facilitates the exchange and corrects where needed
	20 minutes	Individual assignment, combined with group work of two: watch movie of work processes, use the list of stp6/act1/lg1 and write down all core tasks and all supportive tasks, exchange results and reach consensus.
	15 minutes	Plenary discussion and feedback on group work
Materials for the trainer:	Characteristics of core tasks and supportive tasks The movie developed for stp6/act1/lg1 Instructions how to lead a feedback session	

Learning goal 3	Participants describe tasks on such a concrete level that it is clear for others what the task consist of	
Learning activities	15 minutes	Trainer explains the characteristics of describing tasks on such a concrete level that it is clear for others what the task consists of. Plenary: participants exchange examples of description of tasks based on their experiences. Trainer facilitates the exchange and corrects where needed.
	30minutes	Group work assignment of two: watch movie of stp6/act1/lg1 and describe all tasks on such a concrete level that it is clear for others what the tasks consists of
	30 minutes	Group work assignment of two: exchange results between couples and check list of tasks, provide feedback and return list to original couple. Original couple corrects where needed.
	15 minutes	Plenary discussion and feedback on group work assignment
Materials for the trainer:	Characteristics of description of Inclusive Job Design tasks The movie developed for stp6/act1/lg1 Instructions how to lead a feedback session	

Activity 2 Complete the format for observations

During this activity, you contact companies to find out their interest in Inclusive Job Design

Learning goal 1	Participants complete the format for observations conform the instructions	
Learning activities	15 minutes	The trainer presents and explains the format for observations. Participants can ask for clarifications.
	120 minutes	Homework: Individual assignment: participants 'follow' an employee of a known company for two hours, and complete the format based on these two hours.
	30 minutes	Plenary feedback on assignment
Materials for the trainer:	Strategies to contact companies Instructions how to lead a feedback session	

Activity 3 Disseminate and collect weekly schedules

During this activity, you disseminate and collect weekly schedules to be completed by employees difficult to observe

Learning goal 1	Participants demonstrate how to use the weekly schedules	
Learning activities	10 minutes	The trainer presents weekly schedules to be completed by employees difficult to observe
	15 minutes	Plenary brainstorm about how and where to use the schedules
	15 minutes	Individual assignment: participants select for their personal environment whom to observe and whom to give the weekly schedules
	30 minutes	Plenary discussion and feedback on individual work assignment
	10 minutes	Homework: participants ask the employee of stp6/act2/lg1 to complete weekly schedule
Materials for the trainer:	Format weekly schedules, including instructions Instructions how to lead a feedback session	

Activity 4 Combine selected ‘supportive’ tasks with profiles of target group, check realistic chance for Inclusive Job Design

During this activity, you combine the characteristics of target groups with the supportive tasks in a completed format, to find out whether there are tasks matching and a realistic number of hours.

Learning goal 1	Participants divide tasks based on characteristics of specified target groups	
Learning activities	15 minutes	The trainer presents how to combine the tasks with target groups
	30 minutes	Group work assignment of three: use one of the completed formats and schedules of act 2 and act 3, specify your target group(s) and combine tasks and target group(s). Calculate the number of hours related to the tasks that match with the capacities of the target group(s) and decide about the realistic chance for Inclusive Job Design.
	30 minutes	Plenary discussion and feedback on group work
Materials for the trainer:	Instructions for matching Instructions how to lead a feedback session	

Activity 5 Estimate the number of hours current employees can spend on other activities instead of the supported tasks

During this activity, you combine the possibly available working hours of the current employees with the information of the interviews concerning the activities employees would carry out once supportive tasks would be partly or completely out of their work package.

Learning goal 1	Participants write down the number of hours possibly coming available and the activities possibly to be carried out by the current employees once their supportive tasks would be partly or completely out of their work package.	
Learning activities	15 minutes	Individual assignment: Participants combine information of the available completed compilation checklist.
	45 minutes	Plenary discussion and feedback on individual assignment
Materials for the trainer:	Completed compilation checklist Instructions how to lead a feedback session	

7 Collecting relevant information

Introduction

In this step of the process, you collect information needed to complete your findings. Think of working hours, number of employees and expected changes within the organisation.

In detail you carry out the following activities:

- 1 Review your compilation checklist and look for lack of data
- 2 Collect lacking data and materials with 'more information' needed to support comments of interviewees

These activities are trained in the following modules.

Activity 1	Review your compilation checklist and look for lack of data During this activity, you'll be your own critical friend combining the compilation checklist with the format for the intermediate report
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Learning goal 1	Participants show the missing information in their compilation checklist	
Learning activities	60 minutes	Group work assignment of three: combine the information in the completed checklist with the information to be put in the intermediate report, look for gaps of information. Make a list of specific questions to be asked to gather the missing knowledge.
	40 minutes	Group work assignment of three: exchange your questions with another group, check their list and look for differences. Discuss the differences together with the other group and come to a consensus what extra information is needed to have all needed information for the intermediate report. Check your results with the list provided by the trainer with all aspects missing.
Materials for the trainer:	Completed compilation check list Format report Inclusive Job Design Instructions how to lead a feedback session	

Activity 2	Collect lacking data During this activity, you discuss how to collect lacking data
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Learning goal 1	Participants name relevant aspects when collecting lacking data	
Learning activities	30 minutes	Plenary brainstorm on how and where to collect the lacking data of stp7/act1/lg1 The trainer facilitates the brainstorm, supports where needed
Materials for the trainer:	Instructions how to lead a brainstorm session	

8 Writing report first results Inclusive Job Design

Introduction

In this step of the process, you write your intermediate results in a report. This report includes all headings of the format, except for the business case calculation, the exact profile and the implementation part.

In detail you carry out the following activities:

- 1 Provide each heading of the format with relevant information

These activities are trained in the following modules.

Activity 1	Provide each heading of the format with relevant information
	During this activity, you write the report conform the format

Learning goal 1	Participants write an intermediate report, based on a standardised format	
Learning activities	120 minutes	Individual assignment: participants write an intermediate report, based on the available format for this intermediate report.
	3 x 60 minutes	Group work assignment of three: Participants of group read one report including the compilation check list, then they complete a checklist and provide the author with feedback. Each participant receives feedback on his report.
	90 minutes	Homework: individual assignment: rewrite report based on feedback of working group and send to trainer
Materials for the trainer:	Format report Inclusive Job Design Checklist on Report Inclusive Job Design	

Learning goal 2	Participants write a correct intermediate report, based on a standardised format	
Learning activities	30 minutes	The trainer reviews the report and provides the author with constructive feedback, based on the checklist.
	60 minutes	Homework: individual assignment: rewrite report based on feedback of trainer and send to trainer for final check
	10 minutes	The trainer and author agree upon final version of intermediate report
Materials for the trainer:	Format report Inclusive Job Design Checklist on Report Inclusive Job Design	

9 Discussing report

Introduction

In this step of the process, you discuss your findings with the supervisor(s) of the department(s). One of the objectives of this discussion is to be ‘on the same track’ with the supervisor concerning the results. Another objective is to brainstorm about a possible re-design and the possible benefits and costs when doing so. The result of this brainstorm is the decision to either continue with the analysis and develop the business case, including the job profile(s), or to stop the analysis because of the expected lack of suitable benefits for the organisation. This decision is made by the organisation, the supervisor(s) and the DMU. The findings described in the report form the input for the discussion and the brainstorm.

In detail you carry out the following activities:

- 1 Describe all steps undertaken shortly including the findings
- 2 Discuss the ‘correctness’ of the tasks described, including the assumptions of the tasks being of a supportive level for the employee carrying out the task
- 3 Brainstorm about the benefits for the employees , the department and the organisation when re-designing the work packages
- 4 Brainstorm about the possible profiles and the costs for the organisation and decide upon continuation of the analysis

These activities are trained in the following modules.

Activity 1	Describe all steps undertaken shortly including the findings During this activity, you describe all steps of the Inclusive Job Design analysis, the ‘why’, the interviews and observations and the findings
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Learning goal 1	Participants describe the entire Inclusive Job Design process in a short and concrete way	
Learning activities	15 minutes	The trainer presents how to present the entire process of Inclusive Job Design in a short and concrete way
	60 minutes	Homework: individual assignment: Participants prepare a presentation to describe the entire process of their Inclusive Job Design activities within a company in a short and concrete way.
	30 minutes	Plenary role play: One Inclusive Job Designer presents the entire process; other participants listen as ‘the employer’. Plenary feedback on presentation.
	90 minutes	Group work assignment of three: One Inclusive Job Designer presents the entire process; one listens as ‘the employer’, one is observer. Feedback on presentation based on evaluation form for presentations. Each participant practices.
Materials for the trainer:	Instructions for presenting summary of findings and results Evaluation form for presentation Instructions how to lead a feedback session	

Activity 2	<p>Discuss the ‘correctness’ of the tasks described, including the assumptions of the tasks being of a supportive level for the employee carrying out the task</p> <p>During this activity, you discuss, together with the supervisor, the results, starting with the correctness of the tasks described, including the correctness of the assumption of the tasks being of a supportive level for the employee carrying out the task</p>
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Learning goal 1	Participants discuss in an objective way for the correctness of the described tasks	
Learning activities	30 minutes	Individual assignment: Participants read about how to describe and discuss subjects in an objective way
	60 minutes	Role play: Group work assignment of three: one is Inclusive Job Designer, one is supervisor and one is observer. The inclusive Job Designer discusses together with the supervisor the correctness of the tasks described, including the correctness of the assumption of the tasks being of a supportive level for the employee carrying out this task. Afterwards, all three evaluate the objectiveness of the conversation. Each participant exercises.
	30 minutes	Plenary discussion and feedback on group work
Materials for the trainer:	Instructions for open discussion Instructions how to lead a feedback session	

Activity 3	<p>Brainstorm about the benefits for the employees, the department and the organisation when re-designing the work packages</p> <p>During this activity, you brainstorm about the benefits of benefits for the employees, the department and the organisation when re-designing the work packages, by posing questions</p>
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Learning goal 1	Participants pose the right questions to feed the brainstorm about benefits for the employees, the department and the organisation when re-designing the work packages	
Learning activities	20 minutes	The trainer explains what type of questions to pose when brainstorming about the benefits for the employees, the department and the organisation when re-designing the work packages.
	30 minutes	Plenary brainstorm about how to pose questions and what to ask when. The trainer facilitates this brainstorm.
	60 minutes	Group work assignment of three: one is Inclusive Job Designer, one is supervisor and one is observer. The inclusive Job Designer brainstorms together with the supervisor about the benefits for the employees, the department and the organisation when re-designing the work packages, by posing the right questions. Afterwards, all three evaluate the brainstorm. Each participant exercises.
	30minutes	Plenary discussion and feedback on group work
Materials for the trainer:	Instructions how to facilitate a brainstorm session Instructions for open dialogue Instructions how to lead a feedback session	

Activity 4 Brainstorm about the possible profiles and the costs for the organisation and decide upon continuation of the analysis

During this activity, you brainstorm the possible profiles and the costs for the organisation and decide upon continuation of the analysis.

Learning goal 1	Participants describe the possible profiles of the newly designed jobs	
Learning activities	20 minutes	Individual assignment: Participants read about how to make a job description; a job profile. Participants make a job profile, based on the results of stp8/act1/lg2
	45 minutes	Group work assignment of three: exchange job profiles, discuss job profiles using the check list to describe the job profiles. Correct where needed.
	30 minutes	Plenary discussion and feedback on group work
Materials for the trainer:	Format job description/job profile Instructions how to lead a feedback session	

Learning goal 2	Participants pose the right questions to feed the brainstorm about costs for the organisation when re-designing the work packages	
Learning activities	20 minutes	The trainer explains what type of questions to pose when brainstorming about the costs the organisation when re-designing the work packages.
	30 minutes	Plenary brainstorm about how to pose questions and what to ask when. The trainer facilitates this brainstorm.
	60 minutes	Role play, group work assignment of three: one is Inclusive Job Designer, one is supervisor and one is observer. The inclusive Job Designer brainstorms together with the supervisor about the costs for the organisation when re-designing the work packages, by posing the right questions. Afterwards, all three evaluate the brainstorm. Each participant exercises.
	30minutes	Plenary discussion and feedback on group work
Materials for the trainer:	Instructions how to facilitate a brainstorm session Instructions for open dialogue Instructions how to lead a feedback session	

10 Presenting the Inclusive Job Design Business Case

Introduction

In this step of the process, there is commitment of the organisation to finalise the steps of Inclusive Job Design. You use all information gathered to add into the report, the added value for the organisation and the benefits and the costs for the organisation. Also include the job profile(s) of the new employee, based on the re-design of the work packages. Finally, you write a management summary and present your results to the supervisor and the DMU.

In detail you carry out the following activities:

- 1 Add into the report the added value for the organisation when re-designing the work packages of the current employees and the job description(s)
- 2 Complete the report with a simplified presentation of the benefits costs and savings.
- 3 Summarize the most important points in a management summary
- 4 Present the business case to the DMU/supervisor

These activities are trained in the following modules.

Activity 1	<p>Add into the report the added value for the organisation when re-designing the work packages of the current employees</p> <p>During this activity, you describe all aspects of added value you have collected during the interviews and feedback sessions with the supervisor</p>
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Learning goal 1	Participants select all aspects of added value out of all collected information	
Learning activities	20 minutes	Individual assignment: Participants read the compilation check list and select all aspects mentioned having an added value for individual employees, the department and the organisation
	30 minutes	Group work assignment of three: Participants discuss their findings and reach consensus about the added value aspects.
	30 minutes	Plenary discussion and feedback on group work
Materials for the trainer:	Completed compilation check list Instructions how to lead a feedback session	

Learning goal 2	Participants include where suitable and relevant, all aspects of added value into the report	
Learning activities	60 minutes	Individual assignment: Participants include where suitable and relevant all aspects of added value into the report.
	60 minutes	Group work assignment of three: Participants read each other's reports and provide each other with feedback, using the checklist. Where needed participants correct their report. The trainer provides feedback on the last versions.
Materials for the trainer:	Checklist on Report Inclusive Job Design	

Activity 2
Complete the report with a simplified presentation of the benefits costs and savings

During this activity, you design a business case model, showing the benefits and costs in the current situation and the future situation with the newly designed job(s)

Learning goal 1	Participants complete the format for the business case model in a correct way	
Learning activities	30 minutes	The trainer presents how to complete the format for the business case, including some examples. Participants can ask for clarification
	60 minutes	Group work assignment in couples: Participants read a case study and complete the format of the business case belonging to the case study.
	60 minutes	Group work assignment in couples: Participants read another case study and complete the format of the business case belonging to this case study.
	45 minutes	Plenary discussion and feedback on group work
Materials for the trainer:	Format of business case, including some examples Instructions how to lead a feedback session	

Activity 3
Summarize the most important points in an executive summary

During this activity, you write down all elements of the report in a short and concrete way

Learning goal 1	Participants write an executive summary with the relevant elements of the report	
Learning activities	70 minutes	Individual assignment: Participants read about how to write an executive summary. Participants write an 'executive summary'.
	30 minutes	Group work assignment of two: Participants exchange their executive summary and provide each other with feedback. Where needed, participants correct their executive summary. The trainer provides feedback on the last versions.
Materials for the trainer:	How to write an executive summary	

Activity 4
Present the business case to the DMU/supervisor

During this activity, you contact companies to find out their interest in Inclusive Job Design

Learning goal 1	Participants present their findings conform a standardised format	
Learning activities	90 minutes	Individual assignment: Participants prepare a presentation, using a standardised format developed by the trainer
	180 minutes including breaks	Role play, plenary assignment: one is Inclusive Job Designer, others are DMU's. The inclusive Job Designer presents his findings. Afterwards, all participants evaluate the presentation, using the evaluation form. Each participant exercises. The trainer facilitates the meeting and provides feedback where needed.
Materials for the trainer:	Instructions for presenting summary of findings and results Evaluation form for presentation Instructions how to lead a feedback session	

11 Re-organise work processes

Introduction

In this step of the process, work processes will be re-organised within the organisation. The re-organisation of these work processes is carried out by the organisation. In this step it is needed to inform the organisation about what is needed when hiring the new employee that matches with the capacities and knowledge needed for the newly designed job. A thorough description of the tasks is needed, and information about guidance and support, and adjustments of the workplace.

In detail you carry out the following activities:

- 1 Describe in detail the tasks that will be carried out by the new employee, including the most important competences for the new job
- 2 Inform the organisation about further support in the process (onboarding of the new employee, adjustment of the workplace, support on the long term ...)

These activities are trained in the following modules.

Activity 1	<p>Describe in detail the tasks that will be carried out by the new employee, including the most important competences for the new job</p> <p>During this activity, you describe all tasks that will be carried out by the new employee, and you describe the competences needed for the new job</p>
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Learning goal 1	Participants describe the tasks and the competencies for the newly designed job conform the standardised format and criteria	
Learning activities	45 minutes	Individual assignment: Participants describe all tasks and competencies for the newly designed job conform the standardised format and criteria
	30 minutes	Group work assignment of three: Participants exchange their description(s) and provide each other with feedback. Where needed, participants correct their job description(s). The trainer provides feedback on the last versions.
Materials for the trainer:	Format job description/job profile	

Activity 2 Inform the organisation about further support in the process (onboarding of the new employee, adjustment of the workplace, support on the long term ...)

During this activity, you inform the company about all aspects to take into account when hiring this specific new employee

Learning goal 1	Participants complete the list of relevant aspects to take into account when hiring a candidate for a newly designed job	
Learning activities	20 minutes	The trainer presents and explains the aspects and their relevance related to hiring and Inclusive Job Design; participants can ask for clarification
	60 minutes	Individual assignment: Participants complete the standardised list of aspects based on a case study of the trainer or their own practical analysis.
	45 minutes	Group work assignment of three: Participants exchange their list and provide each other with feedback. Where needed, participants correct their list of relevant aspects to take into account when hiring this candidate for the newly designed job. The trainer provides feedback on the last versions.
Materials for the trainer:	Aspects to take into account when hiring a candidate for a newly designed job	

12 Selecting new employee

Introduction

In this step of the process, the selection of the new employee takes place. The pre-selection has been done already by the beginning of the Inclusive Job Design process, since this is needed to know whether there are tasks in this specific company that match the target group. Now it is the finetuning that takes place. Depending on the wishes of the organisation, you might be asked to carry out the complete recruitment process. Otherwise, the organisation will do so and you present a shortlist to the organisation. Then interviews are arranged and the trial period starts and/or the candidate will start straight away in this new job.

In detail you carry out the following activities:

- 1 Select and interview the previously brought forward candidates to finetune the match
- 2 Present shortlist to the employer
- 3 Arrange interviews with the employer
- 4 Arrange and guide possible trial period with selected candidate
- 5 Plan the next steps of support for the PWD when starting the new job

All activities are part of the daily practice of service providers being active in the re-integration of people with a distance to the labour market.

Side conditions

What is needed in the organisation is part of the 7S self-assessment instrument. For instance the bringing into view of the service users, an organisation being prepared for delivering when is asked for, having a 'constant' view of the available candidates for work. Ongoing support afterwards, informing and training staff and colleagues of new employee, etc.

And, what is needed, is an experienced trainer, who also has experience in Inclusive Job Design methodology in theory and in practice. The conclusion will be that the exercises provide experienced trainers with knowledge and expertise in Inclusive Job Design has the needed capacities to carry out this training. This means that each of the participating organisations need to have somebody who has both: the trainer expertise and the Inclusive Job Design expertise.

We need to build a network with those that would like to carry on with this methodology. To train trainers to train the methodology and to build a network with Inclusive Job Designers to learn, exchange, expand etc.

The trainer is free to choose his own way of presenting. When there is a document, he might present a ppt with the information of the document, or make a handout and give this to the participants, or ... etc. It is also possible to make short videos of, for instance the feedback session with the supervisor, the first meeting with the employer, etc. The information in the documents provides the trainer with suitable information to make these short videos.