



Innovative training program for Experts by Experience

Theoretical background



Erasmus+



EXPERIENCE

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Contents

1. Who is the Expert by Experience?	6
1.1. The definition of Expert by Experience.....	6
1.2. Exploitation of own experiences of people with disabilities in the advisory activities	9
1.3. Rules of providing help and giving advice.....	15
2. Personality of Expert by Experience.....	17
2. 1. Expert by Experience Competences	17
2.2 Knowledge, professional and personality competences of the Expert by Experience	18
2.3. Methodological and social competences of the Expert by Experience.....	19
2.4. Self-management of the Expert by Experience	20
3. The importance of communication skills in the practice of Expert by Experience.....	22
3.1. About communication in general	22
3.2. Non-verbal communication, body language.....	26
3.3. I-message or I-statement.....	29
3.4. Assertive communication	31
3.5. Establishing a communication contact with the client	33
4. Conflict management.....	38
4.1. About the conflict in general	38
4.2. What is conflict management.....	41
4.3. Conflict management strategies.....	43
4.4. Conflict management strategy used by the Expert by Experience in different situation.....	46
4.5. Conflict Resolution Skills needed to be used by the Expert by Experience.....	47
5. The importance of time management in the practice of the Expert by Experience	49
5.1. What time management means.....	49
5.2. Time management techniques and task planning	51
5. 3. Stress and its impact on the performance of the Expert by Experience and prevention of stress reduction	53
5.4. Stress management strategies	54
6. Individual work of Expert by Experience with people with disabilities	56
6.1. Identification of clients' needs from the aspect of the disability type.....	56
6.2. Client motivation	63
6.3. Development of client self-efficacy	65
6.4. Career development plan for a client with disabilities	68
7. Group counselling	71
7.1. Group counselling in work of Expert by Experience	71
7.2. Preparation of group counselling	73
7.3. Implementation and evaluation of group counselling.....	75

7.4. Group dynamics, group consistency and group development	78
7. 5. How to deal with problematic types of participants.....	82
8. Partner networks of Expert by Experience – Multidisciplinary Team	83
8.1. What is multidisciplinary teamwork?	83
8.2. Elements of Teamwork in the Workplace.....	85
8.3. The Characteristics of Effective Teamwork	87
8.4. Core competencies in multidisciplinary teamwork.....	88
9. Information on the Labour Market	91
9.1. Information on the Labour Market in Slovakia	91
9.1.1. The most important current Slovakian laws and documents serving the interests of people with disabilities.....	91
Active labour market measures for people with disabilities.....	94
9.1.2. Advisory and counselling services.....	94
9.1.3. Education and training of job-seekers for the labour market.....	98
9.1.4. Selected Active Labour Market Measures promoting the employment of persons with disabilities.....	101
9.2. Information on the Labour Market in Hungary	106
9.2.1. Counselling services for PWDs.....	106
9.2.2. Training possibilities for PWDs	108
9.2.3. Legal support.....	109
9.2.4. Financial contribution to increase the employability and to promote employment	111
9.3. Information on the Labour Market in Romania	113
9.3.1. Counselling Services for people with disabilities	114
9.3.2. Possibilities of professional formation for people with disabilities.....	116
9.3.3. Legal Support.....	117
9.3.4. The financial contribution regarding the raising of employment and regarding the promotion of the occupation of the work force.....	122
9.4. Information on the Labour Market in Turkey	123
9.4.1. Counselling Services for people with disabilities	124
9.4.2. Training possibilities for people with disabilities	126
9.4.3. Legal Support.....	128
9.4.4. Financial contribution to increase the employability and to promote employment	130
10. Breaking barriers to equal access to work for persons with disabilities	132
10. 1. Breaking barriers to equal access to work for persons with disabilities	132
10.2. Accessibility	132
10.3. How to enable the environment	134
10.4. Recruitment and Screening Process	138
10.5. Analysing the job	140
10.6. Adjustments and adaptation	142

10.7. Employer's Accommodation Process.....	144
11. The psychological and psycho-pedagogical assessment.....	146
11.1. Vocational Education- a successful road to independence	149
11.2. The Basics of Vocational Assessment	152
11.3. The psychological and psycho-pedagogic assessment	154
11.4. Theoretical bases of integration through supported employment mediation	159
11.5. Supported employment working instruments.....	162
12. Personal development and development of skills for the labour market.....	163
12.1. Self- knowledge for identifying personal strengths and abilities of people with disabilities, Johari window	164
12.2. Self-knowledge factors in life carrier building	166
12.3. Developing self-acceptance and self-confidence of people with disabilities.....	168
12.4. Communication skills, skills for the labour market	171
13. Tools and techniques of job seeking strategy	174
13.1. Steps of job seeking.....	174
13.2. The curriculum vitae (CV), cover letter, motivation letter.....	181
13.3. Job interview, telephone interview	188
13.4. Networking in order to job seeking and getting into employment	191
14. Keeping (maintaining) the job.....	192
14.1. Integration into the new job.....	192
14.2. Personal and social competencies that will enable to integrate into a new working team and contribute to job maintenance, teamwork	194
14.3. Resources for long-term job retention	196
15. Literature	200

1. Who is the Expert by Experience?

1.1. The definition of Expert by Experience

The peripheral situation of people with disabilities is the problem of the entire society. Strong preconceptions and fears underlying it play a definitive role even nowadays. It is not only necessary to change the attitude of the mainstream society, but also the negative self-image of the disabled towards themselves.

It took a long way from the concept of peer helper through the conception of fellow helper to the denomination of expert by experience. The specialness of helping is described most specifically by the denomination of Expert by Experience.

The helper by experience is in fact a helper having his own experiences, who has experienced or has been experiencing the same difficulties and problems as the person, whom he would like to help due to either being a former drug addict, having suffered from an illness or by being disabled. Secondly, he has a helping attitude and general communicational command of helping. Thirdly, he has already tackled with experiences gained in his own life either within a helper relationship or through a training, and reinforced and strengthened by the attitudes, skills and methods, understanding the elements of his own personal experience, is able to make use of his experiences also for the benefit of other people.

Who is an Expert by Experience?

Trained Experts by Experience are those people, who experience living as a disabled themselves, who can tackle with this experience and who can extend this experience to a broader comprehension of disability. They are more sensitive to their peers' problems, they live with a special identity, which is the result of conscious fight and positive thing.

The aim of Expert by Experience training is:

- To train helpers based on lifepass relatedness, who make use of their own life experiences for other people's benefit.
- In the framework of the training, they acquire forms of behaviour, skills and methods that they are able to use professionally in order to facilitate the labour market and social integration of people with disabilities.

Input conditions:

- secondary level scholar qualification

- he has mentally processed the fact of his own disability
- he has experience of „being helped”, i.e. he attended individual or group advice session
- he has a realistic self-image
- he has a helping attitude
- he has a proper communication skill
- it is not limited to helper profession and according scholar qualification.

Excluding reasons:

An Expert by Experience cannot be psychiatric ill, mentally disabled and autistic person.

Why should not help one, who is unable to cope with his own problems?



He might lose his own credit.



His own mood might strongly deteriorate. Danger of burnout.



Also the mood of the helped person might strongly deteriorate.



Unconscious fading of competence limits.



In the relationship of the helper and the helped person, every time an emotional relationship is established, which is important to be managed well. If it is necessary, the expert by experience should seek advice from a trained helper, if he feels that he has been excessively involved in the helping process.

Competences that can be acquired in the framework of the training:



Employment opportunities of Experts by Experience: by every civil organisation and institution that work with the disabled target group. E.g. daytime institution of the disabled, civil career advisors, employers employing disabled people, charity non-profit organisations, schools doing integrated education.

1.2. Exploitation of own experiences of people with disabilities in the advisory activities

We present the use opportunities of the experiences of the disability Expert by Experience through a **case description**.

Why we have chosen this method?
1. Situations that can difficultly be expressed merely by theoretical models can be represented through case descriptions, it helps to understand those phenomena that determine the work of the helpers.
2. Case description has a significant role in the development of those, who prepare for working as an expert by experience.
3. Case description is not mere documentation, but it is the representation of practical application of theoretical knowledge in a structured writing, suitable for analysis and reflection. We would like to encourage prospective disability Experts by Experience that they also make case descriptions, because case description is an excellent genre for reconsidering and analysing the case, also including that in the meantime, the maker of the case description holds a mirror for himself and for other people, not forgetting that the sharing of experiences serves the development of ourselves and of other people.
4. Case description in its current interpretation is the systematic description, documentation, analysis, professional reflection of a case. The preparation of the case description helps the helper, the advisor to stand away, or possibly separate „definitively” from the process that he was part of. It helps him to observe events from outside, and by doing so he can judge the actual consequences of his work and guidance as a helper.

Case description

The case description was made by Éva Valickó advisor.

Firstly, let's have a look at a couple of professional analyses about clients, about helping them, then we examine the case, and finally we conclude with the summarizing thoughts.

Typical mistakes made by helpers:

1. The dangers of the „Helfer syndrome”

„In my professional work so far, I have met about 10-15 disabled people living with reduced working capacities, who defined it as a target job, a training aim that they would like to help other people. In their case, this intention is not the expression of commitment towards the helper profession. They were driven by the feeling of being segregated. On their behalf, it is the expression of empathy, tolerance, and desire for requiring positive discrimination.

Most people with disabilities feel that nobody understands them, and nobody has ever experienced the difficulties that they have to experience. In the framework of my professional career, it has been a frequent symptom that mainly clients living with psychic illnesses have defined the wish of help not

only as an aim, but based on what they had said, they also implemented the helping activity in the practice. They continuously gave advice to other people as a self-appointed helper, and according to their subjective judgement, they did the advice-giving well. But they experienced it as tragic that the same help that they provided for other people, they have not received from anybody. This is actually a special fulfilment of a helper with Helfer syndrome." *Éva Valickó*

A helper living with Helfer syndrome helps other people so that he should not make his own feelings, needs conscious and he tries to fill his own internal emptiness by helping. Mutuality is missing from his human relationships, he puts helper-helped person relationships into the foreground. He communicates his own wishes only indirectly, mostly in the form of reproaches. He depends on external confirmations; his self-assessment is unstable. A helper living with Helfer syndrome prevents the person he helps from regaining his independence and autonomy, so instead of abolishing the problem, he is interested in the consolidation of the problem.

An expert by experience should by no means make the mistake of undertaking a limiting, solving or a smarty helper attitude.

Example for the presentation of an Inappropriate attitude:



Helper: What is the matter?

Client: My fish are dead.

Helper: Do not worry! I will help you to find them. Do you have any idea where they might have gone?

Client: I know where they are, the problem is that they are no more alive!

Helper: Let's look around, I am sure we will find them if we spend enough time looking for them.

The case could be a scene of an absurd comedy. But in this case, **it presents the solving, smarty helper's attitude.**

2. Awareness of disease, as self-protection

One identical thing can be observed at the vast majority of disabled people: **a great deal of awareness of illness.** In order to be able to understand this, we should make a distinction between the psychic impact of a health damage evolved as a consequence of a long, possibly painful disease, and that of a health damage deriving from a sudden accident. In the firstly mentioned case, the person concerned had time for „preparing” for the lifelong consequences, to face them, so it should mean a smaller psychological trauma. Of course, this does not mean that they do not care, it only means that the shock is of smaller intensity, and it does not emerge like in case of a person who became disabled due to an accident or a sudden, acute illness. The disability established by a sudden, unexpected tragedy is accompanied by a much stronger shock, it is harder to tackle with it, accepting it could take more time. As a result of the development of disability, apathy, a great deal of mood swings, cogitation, fear from the future.

Psychological phenomena accompanying the establishment of disability can actually be compared to grief. The losses that in their case come along with reactions similar to grief: losing health, losing some parts or functions of the body, losing one's job, losing human relationships.

The phases of grief reaction:



The phase of shock: when the person concerned is informed about his disability, a psychic shock takes place, he cannot accept the reality.



The total reality of loss. This is accompanied by pain, feeling of emptiness and despair. It is not uncommon, that the damaged person acts aggressively against those, who are around him (hospital, doctor, nurse, family members, etc.). In this phase, it is typical that he cries a lot, and he is despaired. The crying behaviour itself is a regressional phenomenon, an ask for help, to which the surroundings usually reacts immediately.



Cherishing unreal dreams. For example, hope about new therapies, about medicine, about naturopathy.



Apathy, resignation about what happened. In this period, even serious depression can develop.



In a good case, the mental pain decreases. Resignation is transferred into accepting, the person concerned takes new goals for himself, he establishes his rhythm of life, his circumstances, he adapts himself to the changed life situation.

In a bad case, however, awareness of disease, the pain of loss, the feeling of being of a lower status is established, and actually there is only one thing left in life that can be referred to when any problem emerges: **the illness**.

It is a very important information for the Expert by Experience to recognise that his client is staying at which stage of the mourning process.

3. Cheering up, „be cheerful at all costs“!

In case of people with disabilities who have a low self-assessment, cheering up is not an efficient method. Because unlike optimistic and cheerful people, they do not think that negative experiences are just small setbacks on the road. Their **baseline is that they feel bad**. Therefore, it helps if (instead of opposing and „lifestyle tips“ the expert by experience accepts the existing situation and allows the client: **Yes, you can feel like that! It doesn't matter that you feel like that. It makes sense that you feel like that.** You should not give a solution, but sympathy and attention. And the expert by experience is able to do that, because he is much more able to put himself in his client's place.

The Expert by Experience can provide support for the people with disabilities by sharing his own life experiences, tools applied for overcoming difficulties, the bases of his positive approach of life and thereby he helps them to change their own self-interpretation, awareness of illness, his role and activity played in the formation of his own life.

Bianka's case

Bianka, aged 32, has a higher education degree, she is exquisite, skilled in the technical jargon, she is attentive, patient, she has a good logical association skill and she has an athletic appearance. She has a serious posture deformity, with fine motor movement disorder, low level mimic skills, reduced mobility, high-level mobility impairment.

She is able to change her position only with a tripod stick, within a short distance.

Based on a medical diagnosis: due to a cerebral palsy in her infancy, her motion center has been injured. She was orthopaedically operated several times in order to make her muscular system, locomotoric organs, movement, cerebral control work more efficiently, but she also had an operation that totally destroyed the earlier development results. Her medical tortures went on for 20 years (contradicting medical papers, not the previously agreed medical interventions, further injuries caused in the framework of operations). She decided that furthermore, she will only give her consent to a surgical intervention in case her life will again be in danger. Actually, it would be totally understandable if she was angry for the whole world, especially for the medical society.

Bianka came to the family as a second daughter, her parents were looking forward to her arrival in an affectionate atmosphere. She was born prematurely, her chances for staying alive were low, it was uncertain when and what kind of impairment she suffered. The mother and the family had to reorganize their whole life when they took her home from the hospital.

Her mother left the world of work for good, after the period of maternity leave, she stayed at home with her child, who was then unable to live independently, taking care allowance, and she undertook the coordination and the administration of the whole family.

From the very first moment, the family decided that they will do everything to make Bianka stay alive and in order to enable her to live as long as possible and as independently as possible. When she was two and a half years old, they made the most difficult decision of their life: they sent Bianka to a live-in institution 200 km from her residence. The most important aim of the activity of Pető Institute (Budapest) is that, by the development process, they provide an asset for children, who have become physically disabled due to a central nervous system problem that they can use in their everyday life. Namely for example the posture, the movement acquired in the framework of the physical exercises: how can it be used while walking, sitting, eating or peeing. Each element of the whole day activity serves the development of the child. Bianka attended the development until she was 7 years old, she learnt to make a decision independently, to get dressed, to get to a place, to use the bathroom, to eat, to drink, to write and to speak in an articulate, well-interpretable way.

Having finished her live-in development, she moved home. As she admits, she lost much of her former independence, while she was at home, because her family would inevitably like to provide her all kinds of manifestations of love, to recover the years they have lost together, and accordingly, they often relieve her even when she would be able to solve the task alone. Bianka also confesses that sometimes it is easier and more enjoyable to „make use” of the situation: it is a good feeling for her for example to find her clothes readily prepared for the day.

As Bianka remembers, her parents have not made any decision without making a family discussion, attended both by her and her brother/sister, already not even when she was a little child. So according to her decision, Bianka went to school among normal circumstances in her home town, at her own place of residence. She has always found a perfect support in her surroundings, e.g. at the elementary school, her classmates and her teachers helped her in a natural, non-intruding way, not falling into

exaggerations, she did not have to miss any programmes and she managed to find the balance so that she does not mean an extra charge or workload. At her final examinations, she did not get any exemptions from any subjects, she was only provided the legally allowed 10% extra time, while she was taking her written exams. Her maths and logical skills were outstandingly good (they are good even nowadays), and she chose her college route accordingly. She graduated as a chartered economist, then, after having realized that her labour market chances are low, with a family decision, she graduated at the master's degree of the enterprise development major of the local university. In the meantime, she took her intermediate level ECL general and commercial language examinations in English and in German, she successfully attended several specialized courses and trainings (enforcement of equal treatment and social awareness).

Even currently she has continuously been training herself and she says that „she feels bad when there are idle times”.

She has undergone an orthopaedic surgery in her childhood (hip surgery, knee surgery, muscle transfer...). Her current state can be maintained by continuous development, special movement and vitamins, but it is very unstable, because her muscular strength immediately falls back to minimum by an intensive cold or a flu.

The oxygen lack (anoxia) resulted in an asthmatic disease and also a heart problem (she takes a pill slowing her heartbeat due to her high number of pulse)

Despite of her limitedness at fine-motoric movement, she can write well, although slower than average, but in a readable way.

Her speech is somewhat badly articulated, but her vocabulary is fastidious.

Taking her to institutions, to school, to work, to the doctors has always been solved by her family. She walks with 2 tripod sticks, limping to the left and to the right, she cannot put her soles to the ground due to flexion distortions. Her left leg is shorter, but stronger. She can hold herself stronger with the left hand, she can grip and make fine-motoric movements better with the right hand. She is strongly limited in terms of using the stairs, she can only do work in an environment that is transferred along ergonomical considerations (elevator, lack of doorsteps, proper chair, barrier-free approach, size of the bathroom...)

On the other hand, due to her motivation, resolution, and awareness of reality, she always faces the stairs alone. Her work at a working environment that has not been made properly accessible earlier resulted in a significant deterioration of her health state, due to which she has already become unable to fulfil even the easier tasks entrusted to her. She represents herself independently also on the labour market, she is aware of the role of self-activity necessary for getting into employment. Temporarily, she has also done voluntary work in order to convince her employer about her suitability and capacities.

Her familiarity with her own illness is high-level, her view about her situation is realistic. Due to her operations, her life was often taken at serious risk, she considers it a big value that she is alive and that she is able to get on well in the world. She does everything to develop and to keep herself fit: at home, she exercises regularly with elliptical trainer, exercise bike and rollator. She considers her health state good. She is precisely aware of her limits, in case if it is necessary she also dares to ask for help. She is able to make decisions about the tasks and request that she is given (e.g. if she is able to attend a sport event, a conference in Croatia without the help of her parents.)

There are things about which she only thought as an adult:

- E.g. her acquaintance faced her with the thought that sending a 2 and a half years old, little and helpless child to a live-in institution is evilness. (it is just like if she was given into a community home in order to remove her from home). Then she realized that she never assumed it about her narrower or broader surroundings that they would consider her a nuisance. In her opinion, her parents made many, painful decisions in order to really help their child. When she moved home, and she was surrounded by overwhelming love, they would have liked to compensate for the years that they could not have spent together, and then she locked herself in and was angry with them, because she was limited in her independence and they forced a closed world upon her. Then she gradually realised the situation, the feelings of the family and they managed to align that she can go her own way in a way that the load of the family does not change by it significantly.

- She is aware of the fact that her mother sacrificed her career at work and her future for her (she used to work in the administrative field), and moreover even the opportunity to be able to live relaxing years of retirement with a good retirement aid.

- To the question whether she feels as if she was controlled in any way, she answers no. She managed to reach everything that she set as an objective for herself.

- Lately she received a request for giving advice as an expert by experience at a local interest protection organisation of physically disabled people. She feels that she can help her fellow sufferers, because she is in a situation that is similar to theirs. Fraternity, desire for improving other people's situation, equality, comradeship are important characteristics of her that she can make use of in her work as an expert by experience, anyway. She says that her most important ability is her perseverance.

Among her plans for the future, establishing a partner relationship cannot be found, she finds this very unfamiliar. She would really like to share her knowledge, her information and her experiences with other people, and thereby to become a useful member of the society.

And why will Bianka become a good Expert by Experience?

Because Bianka was treated as an equal, healthy member in the family. That's how she was socialized. She had to experience the phases of grief. She processed her disability, her situation and by doing so, she brings out the maximum of her life. She is aware of her own responsibility. Bianka has realistic self-

image, she is aware of and she accepts her own limitations, she manages and assesses them properly. Besides all these, she has a high-level empathic skill.

The most important is the healthy surroundings, where it is not the lifelong grief of lost health to determine the routine of daily life, but the joy of staying alive.

The greatness of the psychic trauma evolved as a conclusion of disability and the opportunity of accepting it depends to a great extent on the strength and the stability of the emotional connections of the person concerned. Bianka's loving, well-functioning family ties and scholar experiences made it possible for her to remain emotionally and mentally stable.

A practical suggestion for the Expert by Experience is that he should make records about his conversation with the client, in a diary-like way. Record the actual happenings and your subjective perceptions:

e.g.: she was very distressed during the meeting, it is hard for her to express herself, or she is in a seemingly strong, symbiotic relationship with her mother, she is unable to make decisions independently.

1.3. Rules of providing help and giving advice

Basic principles of providing help and advice: commitment, responsibility, cooperation, privacy.

Rules of compliance of basic principles:



In the framework of his work, the Expert by Experience should be attentive, he should always show interest towards the person, who is asking for help and his problem. He should always be tactful, determined and target-oriented. Empathic, cooperative and she has a helping attitude towards her client and the problem.



It is the responsibility of the person doing the work of the Expert by Experience to recognize those points that are beyond his professional competence. In these cases, it is important that he gives the person who asks for advice appropriate information, and that he informs her about the contacts of other professionals.



The Expert by Experience is aware of the fact that his activity affects the life of people, who stay in a professional relationship with him. Therefore he has professional liability for the advising process lead by him, and its quality.



The Expert by Experience is responsible for continuously renewing his knowledge, he is aware of the fact that he can only fulfil the information, the support and the helping of his client by having an up-to-date knowledge and by being aware of information belonging to his field.



Advisory activity can only be implemented successfully by an intertrade cooperation. Expert by Experience strives for cooperation with his colleagues as well as with the colleagues of organisations that keep in touch with the client (Colleagues of labour organisation, social workers, psychologists, colleagues of civil and charity organisations) in order to help and support the person asking for advice.



The relationship of Expert by Experience and his colleagues is determined by trust, respect and open discussion of professional problems, in case of opinion difference, it is defined by constructive cooperation on a professional base.



The Expert by Experience communicates both with the person asking for advice and with his colleagues in a way that he respects the right of the other party for human dignity, and he does not apply discriminative expressions in any way.



It is the responsibility of the Expert by Experience to manage conflicts arising in the information providing and advising process by respecting the other party, by involving him in the solution procedure, in a way that satisfies both parties, among calm circumstances. If possible, use assertive communication and constructive conflict management.



The Expert by Experience fully manages the documentation related to the advising process. In the framework of his work, he only uses tested, legitimate tools, approved by his employer.



The Expert by Experience is subject to privacy obligation in respect of every medical and personal data that he becomes aware of. He can only communicate these data with those, who are entitled for it and he is obliged to handle them confidentially. He acts particularly carefully in terms of personal and sensitive data. He can only share his experiences about the advising process only without identifying the particular person. The obligation of discretion and confidentiality of the expert by experience is also persists after the closure of the advising process, and relationship. The expert by experience can share his experiences, suggestions in scientific and informative publications, but even in this case, he has to pay attention for obligations of privacy. He can only publish his cases and experiences only in a way that is not suitable for identifying the particular person.

2. Personality of Expert by Experience

2. 1. Expert by Experience Competences

At present, high demands are placed on the work of any worker in the field of social services or counselling for adults, including citizens with disabilities. These demands bring an increasing need for continual lifelong learning. It turns out that it is often very important for success in work but also in life our ability to interact, communicate with other people as well as our professional knowledge and theoretical knowledge. For working and professional placement, an expert by experience becomes flexible and capable of completing and modifying his/her professional abilities and skills necessary to survive in a dynamically changing world.

Knowledge is a set of facts, principles, theories, and approaches that apply to the field of study or work.

Skills mean the ability to apply knowledge and use learned approaches to accomplish tasks and solve problems.

Competencies mean the most common assumptions or ability to realise some activity or a profession, that is, the ability to manage a particular working position, to be able to implement it, be qualified in respective field, and have the necessary knowledge and skills.

Building key competencies is a lifelong, individual process that develops personality. Every expert by experience brings his / her strengths to the consulting process, on which he/she can build. **Key competencies** include, for example: the ability to use knowledge, skills and technologies, ability to build quality relationships, ability to cooperate, communicability, ability to manage and resolve conflicts, empathy, initiative, and ability to defend and enforce rights, ability to shape and manage personal plans and projects and so on.

Expert by Experience Competencies can be divided into:



However, competencies do not stand alone next to each other, but in different ways they intertwined and combine. Upon our own experience, we learn the individual abilities to reconnect with each other, to connect new ones with previously obtained ones.

2.2 Knowledge, professional and personality competences of the Expert by Experience

Knowledge and professional competences of the Expert by Experience

Professional competences can be obtained through professional qualification, through trainings, during working activities - practice, on the basis of private interests. In the case of an expert by experience, concerning to realised activity for the most important is considered the basic information from the following areas, in order to know how to guide the client further:

Current national laws serving to the interests of people with disabilities

Basic terminology and legislation in the field of lifelong learning

Knowledge connected with personality and activities of an Expert by Experience

- Expert by experience personality
- The importance of using your own experience in counselling activities for people with disabilities
- Ethical principles and boundaries in the work of an expert by experience
- Ways of optimal communication
- Managing and solving conflicts in practice
- Time Management Techniques and Tasks Planning
- Stress elimination activities
- Work approaches with clients in the field of counselling and lifelong learning
- Developing the skills of people with disabilities for the labour market
- Searching for appropriate employment using the respective tools
- Integration into new employment, sustain the employment
- Managing an individual counselling interview
- Principles of group work, group counselling
- Principles of cooperation with employers
- Analysis of working places
- Networking of cooperating institutions
- Orientation in the labour market, searching for information sorting

Knowledge in the field of information and communication technologies

Personal competences

Personal competences are basic skills that enable you to actively shape your own life. They are strongly rooted in human beings, and sometimes they can represent personality features.

The most important personal competences of expert by experience

- Conscientiousness
- Reliability
- Motivation
- Endurance on the way to the objectives
- Self-management
- Self-awareness (knowing your own strengths and weaknesses, knowing your own borders, emotional self-awareness, knowing your abilities and possibilities, willingness and ability to overcome obstacles ...)
- Self-confidence
- Self-assurance
- Self-control
- Ability to reflect towards yourself (self-reflection), ability to evaluate yourself and further develop yourself
- Conscious of developing own values, ability to innovate
- Flexibility
- Independence
- Adaptability
- Endurance and durability
- Enthusiasm
- Individual responsibility
- Preparedness to further develop
- Decide independently

2.3. Methodological and social competences of the Expert by Experience

Methodological competences

Under the methodological competencies we understand the way how people handle the assigned tasks and problems. Strong methodological competencies help to work with objectives in a comprehensive and effective way. Some methodological competencies may include in part also professional competencies.

The most important methodological competencies of expert by experience

- Time management
- Planning of tasks and work
- Effective behavioural troubleshooting
- Systematic work
- Organisation of work
- Work transparently
- Obtaining and implementation of Professional knowledge - planned, systematic, objective-oriented, further developing of own learning process
- Developing creative solutions
- Accepting, using and implementing of new information, knowledge, innovation
- Relations perception, context awareness, ability to recognize problems and solve them in a responsible manner

- Consideration of risks and chances

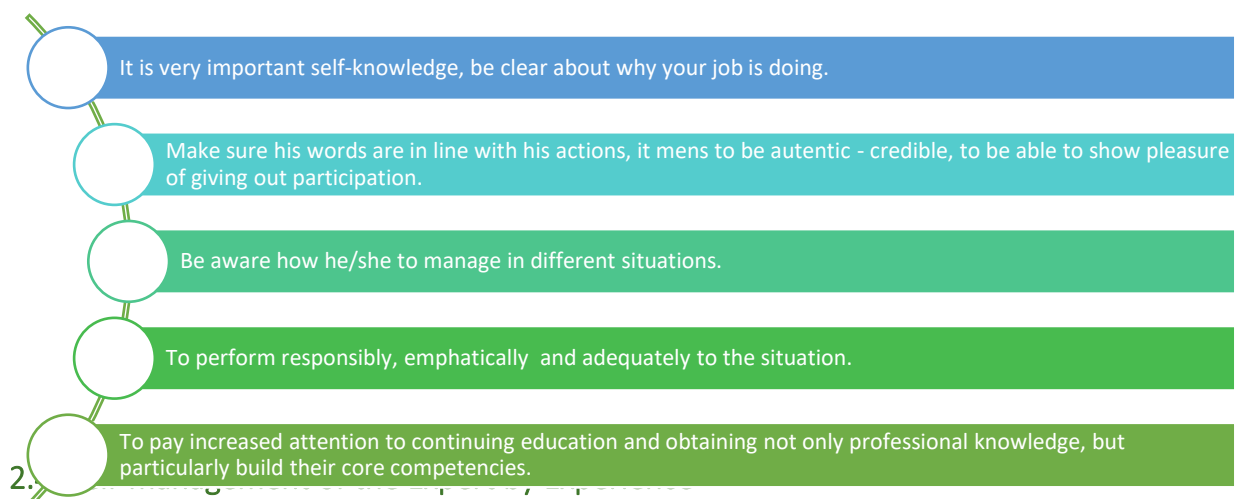
Social Competences

Social competences indicate the ability of individuals to understand other people. Social competences serve to interact and understanding with other people and are the basis for building, creating and maintaining relationships (for example also in groups).

The most important social competencies of expert by experience

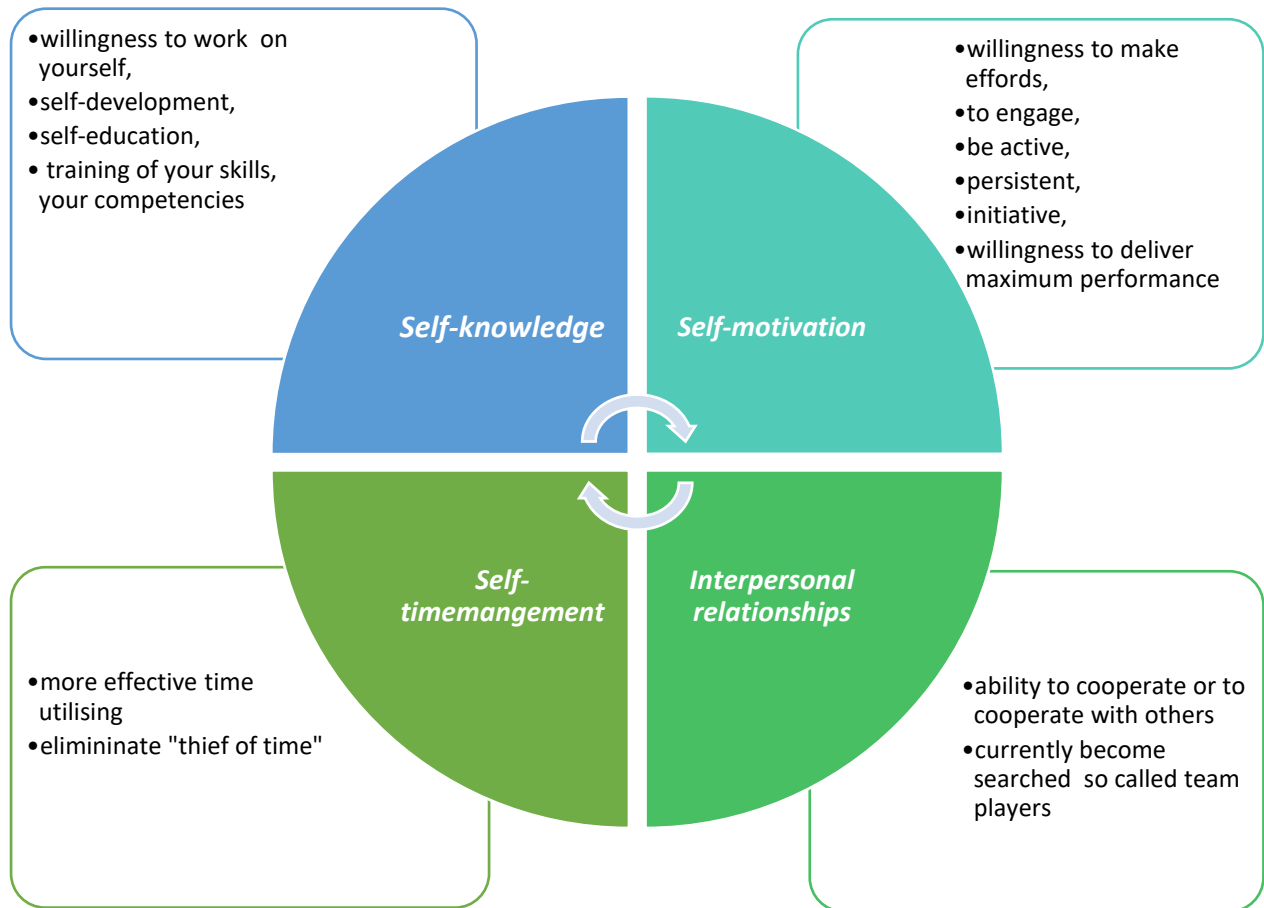
- Communicability
- Empathy, orientation to others, anticipating their needs, effort to satisfy them
- Ability to team-work, ability to cooperate, co-operation, ability to adapt
- Ability to stimulate others' personal growth, encouragement, support
- Ability to make positive use of differences among people
- Understanding, the ability of empathy
- Ability to face conflicts, resolve, manage conflicts
- Willingness to change, ability to accept changes, ability to come alone up with new approaches
- Ability to create bonds
- Loyalty, identifying with the intentions and objectives of the group
- Initiative
- Ability to take responsibility in a group
- Ability to build relationships quickly
- Ability to engage
- Empathy
- Ability to create positive emotional linkages

The following factors influence the building of expert by experience professionalism:



It is a purposeful direction of one's own behaviour in relation to the received values, needs, interests, attitudes towards other people and to oneself. It is a process in which each person sets their personal and working objectives, organises their fulfilment and evaluates their achievement. The process of

self-management is realised through the functions of self-regulation. Their content, influence and timing approach for the expert by experience has following likeness:



3. The importance of communication skills in the practice of Expert by Experience

3.1. About communication in general

Our life is a chain of communicational situations. Although interpersonal communication is considered to be a huge achievement, yet most people communicate in a bad way. The efficacy of people, whether they are an assistant professional, a secretary, a director, a salesman, etc., is influenced by their communication skill to a great extent. There is almost no situation where communication would not be important. If someone can negotiate persuasively, can read well from other people's signs, knows body language, then he can become far more successful and productive than his peers.

Notion of communication: communication is everything where information forwarding takes place, independently of the fact what kind of signs and codes information is expressed by,

It is impossible not to communicate! Every behaviour (independently of our intent) conveys a message.

Basic communicative situations:

Communicative situations are extremely diverse, they differ from each other in terms of several details and elements. Certain types of situations can be distinguished based on actors and roles, that can be as follows:

	Internal	Interpersonal	Group	Public	Mass media
Oral	Internal speech, thought	Dialogue	conversation, discussion	lecture, oration	radio, TV
Written	note	e-mail, letter, essay	Chat, forum	blog, book, formal letter	News portals, newspapers, poster

According to research and observations, **human being does not only communicate with his surroundings, but also with himself. Upon the blockage of the communication process, the Expert by Experience can further drive the conversation with his client, if he asks him to express his thoughts related to the given topic, problem.** This is an extremely simple method, but in many cases, people do not do this by themselves.

Let's have a look at advantages and disadvantages of written and verbal communication!

	Verbal communication	Written communication
its advantages	Quick Flexible There is feedback Nonverbal signs	Traceable More interpretable More objective
its disadvantages	Forgettable It has no trace It can be distorted	Time-consuming Impersonal There is no feedback

While working with the client, expert by experience also applies written and oral communication. He can easily decide which one he will need based on the table above.

Tip: it makes the work of the expert by experience much easier, if he takes notes about the meetings with the client. Later on, we will present an interview data sheet, that you will apply during the process.

It is important that the client also makes a written document for himself, such as e.g. when he makes a SMART plan.

It can happen that we do not understand each other with the other person. In such cases, a **communication disorder** takes place. The expert by experience has to determine the reason of communication disorder and has to be able to correct it. If a communication disorder takes place between him and the client, then it will endanger working together, and it will make moving forward impossible.

Communication disorder is inability to establish relationship with other people, or its strong limitation.

Reasons of communication disorders:

- **failure to forward information**, i.e. we did not transfer or did not receive some important information in its integrity.
- **the distortion of forwarded information**, i.e. that the content of the information was not conveyed in its integrity, it lacks an important part or is not precise (e.g. upon exploring the health situation of the client, the expert by experience has not been provided with all the information about the illnesses related to getting into employment, or its degree.

Reasons of information distortion:

Subjective distortion

- A member of the pair of the expert by experience and the client misunderstands or does not understand the information

The client is distracted by his feelings

- In such cases, the expert by experience first has to reflect on the feelings of the client, they have to be processed together, and only then they can proceed.

The intensity of the stimulus is not appropriate

- For mentally disabled clients, it is usually necessary to repeat an important information several times, or it is necessary to write it down in a simple way, or maybe illustrate it with simple drawings.

Selective attention

- E.g. if the client is tired or has pains deriving from his illness, then expert by experience has to notice this and he has to suspend work for a period defined together.

The message is too complicated, or obscure

- This is usually the fault of the expert by experience, i.e. he did not take into consideration the limitations and abilities of the client

Torrent of words

- This is usually applied by the clients, i.e. lot of speech, no message. Expert by Experience has to divert the conversation back to the given topic, on which they actually work with the client.

They do not know the same facts

- The client might eventually have negative experiences about an employer, that the expert by experience does not know.

They do not evaluate the existing knowledge in the same way

- The client may consider a job extremely difficult, only from the complicated name of the position)

Rudeness, lie, withhold

- If you as an Expert by Experience meet with something like this, you should ask for help from a professional, from a psychologist, psychiatrist, a trainer or a social worker. It does not belong to the competences of expert by experience to solve such a problem on his own.)

Expert by Experience is like a good lawyer! But if he does not have all the relevant information, he is unable to represent the case successfully!

Basic rules of behaviour and communication at work

We spend one third of our life at work, so it is important that we know the rules of conduct related to it that help to establish a calm atmosphere. A good working atmosphere is not only important for the workers, but also for the company, because efficient work can only take place in a good community.

Due to successful integration at work, expert by experience has to work out the following topics with the client:

1. Greeting, introduction, address

- It is the subordinated to greet first. If it is not required by the culture at work, then it is the man to greet the woman first, and it is the young to greet the old.
- We greet according to the period of the day.
- Informal addressing is not possible as long as we do not get a permission for it.
- Handshake is initiated by the superior. Handshake is not obligatory for women. If a woman still holds her hands, then it has to be accepted.
- Upon introduction, wait until the other person tells his name, and then we should say our own.

2. Rules of conduct of telephoning:

- Greeting, introduction, we have to ask if we disturb
- It is not allowed to eat, drink, smoke, chew a gum while talking
- Official calls should take place within office hours
- To the answering machine: our name, our telephone number, a short message
- We do not talk informally on the telephone, either
- Be concise, comprehensible and precise

The Expert by Experience can practise the topic of **greeting, introduction, addressing and telephoning** the most successfully in the framework of roleplay.

- first meeting with the employer
- telephone conversation with the HR manager about whether the job is still unfilled
- appointment arrangement on the phone for the job interview

3.2. Non-verbal communication, body language

What am I saying, and in the meantime, what am I doing?

Body language as a form of communication has always existed, but scientifically it has only been dealt with in the past few years. **60-80% of our everyday communication takes place through different gestures, by body language.**

Nonverbal communication, body language is actually nothing else, but **mimicry, posture, eye sight, gesticulation, intonation, distance from the other person**, that we apply besides verbal communication either consciously or unintentionally.

The most important tools in body language:

Mimicry

- Mimicry is the reflection of emotional relations on the face. The eyes, the eyebrows and the mouth have role in the expression of feelings. Vivid mimicry demonstrates the undertaking of one's feelings. Exaggerated mimicry is theatrical, while lack of mimicry is disturbing, because we cannot see the reaction of our partner to our speech from his face. Pay attention for your facial expression, because it is informative for the conversation partner.

Eye sight

- „Eyes are the mirror of the soul” - even nowadays we often hear this saying. The eye sight has a regulating role in the communication process. It gives feedback about comprehension, about the emotional relationship with the other person. Eye contact means that we look into the eyes or at the face of the person that we are talking to. Also exaggerated eye contact, too rigid, explorative looking is wrong, as well as avoiding one's eyesight.

Posture

- Posture means the movement of the body in its standing or sitting position. The movement of the body is usually unconscious during the communication, but it can also be learnt. It is important that we do not clasp our arms in front of us or behind us (this means isolation), and we should not cross our legs, either, for example if we are standing. If we listen to the other person by leaning forward, that's the sign of attention.

Gesticulation

- It means the movement of the limbs, gestures, body posture (movement of the hand, arms, leg, trunk and head). The most worked-out sign system of non-verbal communication is gesture. The gestures of the hands carry various and subtle meaning, e.g. we can call, refuse, protest, beg or thank with them. From among the gestures of the hand, a part of the non-conscious signs accompany verbal communication. We often express it with the movement of the hands that we would like to speak, or that we would like to accelerate or interrupt speech.

Innate gestures:

- Smile (also a child born deaf and blind smiles)
- Arms interwoven on the chest

Basic gestures:

- Headshaking, "yes", "no"
- Smile
- Teeth baring (from the action of attack, it is of animal origin)
- Shoulder shrugging (I don't understand)
- V-sign (palm turned outside: victory) (It was introduced by Winston Churchill during the time of World War II.)
- Thumb-up: life thumb-down: death (from the Roman age). This is also the origin of the recently popular „like“ sign
- Clapsed arm, leg: protection, closing
- Palm gestures, hand shaking

Intonation

- it is not all the same what we say, how we say it. It is important the speed of speech (we should not jabber), the pitch of voice (a nervous person e.g. speaks at a higher pitch of voice), the rhythm, and the volume.

Space regulation, i.e. distance from another person

- In the communication process, space, as a non-verbal sign plays a fairly important role. Spatial needs of human being were first investigated by American researcher Edward Hall in the 1960s.

He distinguished **four distances** (zones) by observing people's behaviour in social interactions:

- confidential, or intimate zone (0 – 45 cm): people emotionally close to the person are only allowed to enter here (parents, lover, children, close friends, relatives)
- personal zone (45 – 120 cm): distance kept in formal and social together comings, meetings with friends (about within reach)
- community /social zone (120-360 cm) : we keep such distance with people, who we do not know enough (strangers, carpenter, postman, new employee), we apply it when dealing with impersonal issues.
- public zone (bigger than 360 cm) : Proper distance if we address our words to a group that consists of a higher number of people (and in case of danger, it is easy to escape)

Clients, who are mentally disabled and suffering from a psychiatric illness many times do not perceive intimate zone, so many times they even violate it. They might do so with the expert by experience as well as with the colleagues at work. If you, as an expert by experience detect that the client violates this rule, call his attention for the fact that it is disturbing.

Expert by Experience must be aware of the fact that everything he does strengthens or weakens the impact of what he says!

Body language is the external representation of the emotional state of human being through a gesture or movement that can highlight the actual emotions of the given person. For example, the person, who is afraid, interweaves his arms, establishing a kind of a bastion in front of him. Most people do not have any idea about signs of the body and their significances, although in the framework of a conversation, **the vast majority of messages reach the other party through the body language.** In order to be able to understand body language, **we have to listen to what the person says, in the meantime, pay attention for the circumstances, because only this way it is possible to establish the facts.**

For example: Expert by Experience is able to calm down the client and he helps him to establish the trusting relationship necessary for working together.

Sign of active, concentrated attention in body language are:

- keeping eye contact
- bending forward towards the client, turning to him
- open body posture: he does not cross neither his legs, nor his arms

Communication is authentic if verbal and nonverbal communication are in harmony with each other, both express the same. If you say different with your words and show different with your movements, with his eyes, with his mimicry, then a **dissonance is established in communication.** This dissonance is also perceived by the client, which overshadows the successfulness of working together.

So, it is really important to know if the tools of **non-verbal** communication reinforce or change, add emphasis to his words, reinforce or weaken the meaning of oral message.

They also have to be sufficiently empathic and intuitive to be able to correctly interpret the messages of the body language of the client

It is worth to get to know as much as possible about the elements of body language, because if we only have a strongly limited knowledge, it might easily occur that we misinterpret the non-verbal messages, and this may lead to a communication disorder.

Recommended reading: Barbara Pease - Allan Pease: The Definitive Book of Body Language, 2012

3.3. I-message or I-statement

The I-message is an individual tool for expressing how we approach the given problem. Expert by experience must be able to apply the method of I-message successfully, because it is almost sure, that there will be some statements to communicate, that, if they are worded in a wrong way, they can offend the client or set back the joint work. **We could also say that we should communicate with I-messages, whenever it is possible. What does this mean? For example, instead of saying: „Why did you do such a fool thing?’, you’d better say: „I am curious, and I would like to understand, what was your reason for doing so?”**




In the I-message, we define our own feelings in the given situation. I.e. we send a message about our own mood (I am curious, I would like to understand, I am worried, I am frightened, I am disappointed).

This way, we can let the other person know what we feel in the given situation without giving an accusing or threatening character to our words, or without giving them an offending edge.

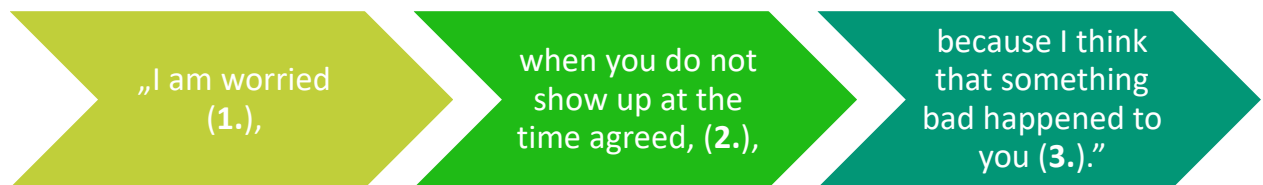
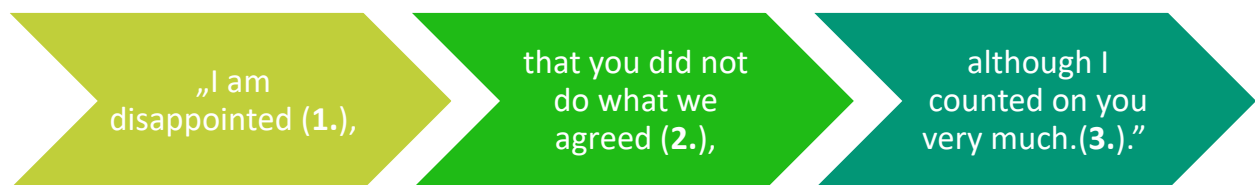
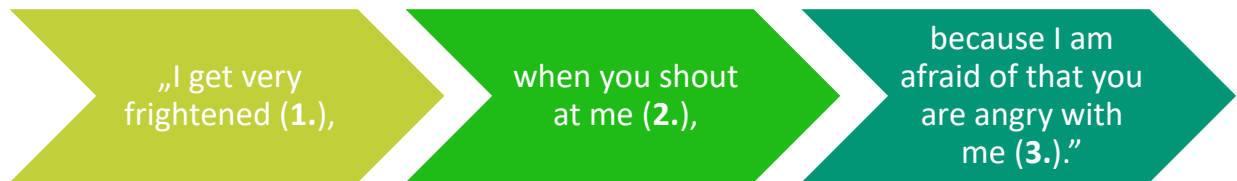
We can apply I-message successfully in a conflict situation. By using it, we can put communication back to the normal track.

By applying I-message, **we can prevent the other person from having to protect himself**, at the same time, there is an opportunity for communicating one’s own intention in a clear, evident way. Based on this, I-message is a useful tool of assertive (self-empowering) behaviour.

The 3 elements of efficient I-message:

	definition of communicator’s own feelings related to the case (without labeling, accusing)
	definition of an issue, a behaviour raised (objectively)
	justification, conceivable consequence, direct impact

Examples:



Proper application of I-messages:

- If we would like to communicate something, but we do not know, how to do it, then the I-communication can be a good start. In order to be able to do so, however, it is reasonable to define what we would like to say in advance.
- The I-message is not stale politeness, not useless dallying, and it never includes any rudeness, any indiscretion and any labelling of the other person.
- The I-message is not the last word in a given question. This formula serves as a proper start of communication, not as the closure of communication.
- The aim of I-message is not to declare facts. By using it, we let people know how we feel and what we need, what our motives are.

In the state of a strong emotional thrill, one is inclined to get mired into a you-statement, i.e. into labelling. The **you-statement** is the contrary of I-message. It is not about us, but about the conversation partner, and it is always declarative (e.g. *you are silly, you are clumsy, you can't do it*). The you-statement is offensive, it closes communication and makes it impossible to solve a conflict successfully.

3.4. Assertive communication

The **expression assertive** describes a form of behaviour in the framework of which the individual is able to enforce his needs in a way that he also respects the need of the other party at the same time. The assertive behaviour is virtually the golden principle of balance between the surrendering/ subordinate/ passive and the threatening/aggressive behaviour form.

According to cognitive behaviour therapy, assertive communication is the golden middleway of communicating personal opinion, need and limits.

Assertivity, or assertive communication is a learnable skill, or behaviour, when someone is able to express himself self-confidently in an emotionally difficult situation, without being passive or aggressive. The aim of the communication of the person behaving assertively is to solve the conflict, while bearing in mind the needs of each of the participants – he does not surrender (passive) and he does not try to predominate the other party (aggressive).

The most important characteristics of assertive communication / behaviour:

- it is self-expressing and honest
- it is straight and direct
- it respects other people's rights
- it respects both one's own interest, as well as that of other people
- it targets the particular situation, aim and person
- socially acceptable
- learnt standard of conduct

Assertive people often have the following characteristics:

- They freely express their feelings, thoughts and desires.
- They are able to initiate and maintain satisfactory human relationships.
- They know their rights.
- They are able to control their temper. This does not mean that they suppress it, but that they are able to talk about it in an objective way.
- They are able to make a compromise instead of going on their own way, and they usually have a good self-assessment.

Assertivity as a communication strategy differs from aggression and passivity. The difference between these three styles can be best caught by treatment of personal limits.

Those, who behave passively, do not protect their personal limits and let another aggressive party dominate the interaction, the situation. People, who have a passive style try not to dominate other people, they try to avoid conflict and to stay in the conflict.

The **aggressive people** do not respect other people's limits and are able to do harm, while they try to dominate the situation.

An **assertive person** is able to overcome his fears related to himself, his opinion, and the manifestation of his feelings, and he does this in a way that he does not violate other people's personal limits by doing so. Who behaves assertively, is able to protect himself against people, who have an aggressive communication style.

So assertive communication takes into consideration the limitations of each of the persons involved in the situation, while it strives to fulfil the requirements and needs of each of the parties.

Assertive behaviour is also associated with **assertive rights**. We can only insist them if also we respect other people's right for it!

I have the right for:

- Defining my own capacity.
- Being treated with respect.
- Being listened to and being taken seriously.
- Expressing my opinion and my feelings.

- Asking what I need.
- Making a mistake.
- Staying in the background, if I want.
- Rejecting, or discussing the given question.
- Declaring that „I don't know" without giving excuses.
- Ask for a reflection period.

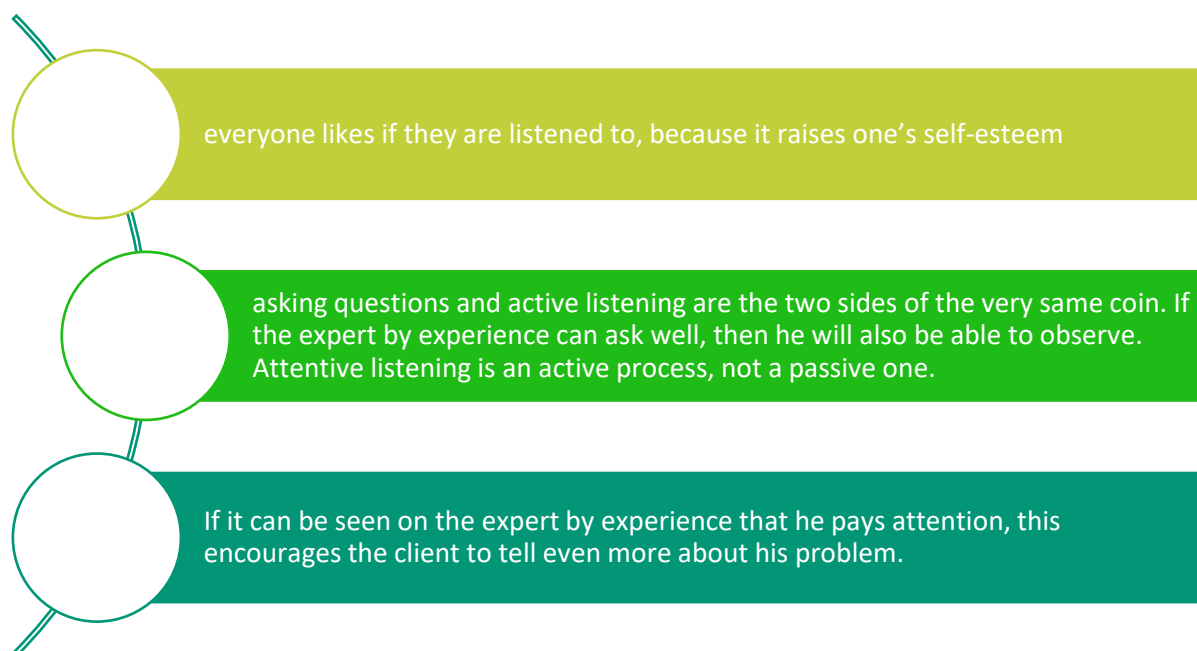
Also, the expert by experience may exercise these rights during the work, and he also has to get to know the client with these rights. If both of them respects the other one's rights, then working together will hopefully go without conflicts.

3.5. Establishing a communication contact with the client

The basic tool of expert by experience is communication: to establish relationship with the client, to support him via conversations, to deepen his self-knowledge, labour market knowledge. It is very important for establishing relationships that the expert by experience should recognize, comprehend and understand the verbal and nonverbal communication tools, communication messages of the client.

One of the most important communication tools of the expert by experience is the skill of **active listening**, which can be acquired and practised.

Three important things you have to know about active listening:



Active attention is demonstrated by the fact that the expert by experience **asks questions, summarizes, checks whether he understood correctly what the other party said. He observes silently, keeps a proper eye contact, takes an open body posture, and at the proper place encourages the speaker for continuing.** In order to encourage the client and to ensure him about the fact that he understands him correctly, he time to time – in the natural pauses of speech – **recomposes the message of the speaker, he expects confirmation, clarification.** It is important that the active listener should not give neither more, nor less feedback and confirmation than what he feels that the speaker's message meant. By listening, questioning, emphasizing, he avoids direct counselling and litigation, so he gives the impression of being understood and accepted in the client.

The Expert by Experience can ensure the client about the fact that he does not misunderstand his communication. Active attention helps the client in drafting more precisely about his own situation and doubts.

It is worth for the expert by experience to symbolically take one step back, which is a key element of establishing a trusting atmosphere that facilitates acceptance. The conversation, the aim of which is not to convince, the thriving for the actual comprehension of each other facilitates the fact that the viewpoints get nearer to each other. In the supportive atmosphere established by active listening, the client is given an opportunity for ventilation, in the framework of which his doubts, negative feelings decrease.

Further communication tools that can be used by the expert by experience:

- non-verbal tools demonstrating acceptance, openness;
- blocking: postponing the explication of a given topic to a later date;
- enforcement: reinforcement of a given topic, thought;
- emotion-reflection: putting the feelings of the client into words;
- acknowledging importance: positive assessment of the things that are significant for the client;
- highlighting: highlighting and emphasizing the relevant elements of the information told;
- confrontation: highlighting the contradicting information defined by the client;
- limitation: driving the topic to a particular direction;
- open sentence: encouraging for free elaboration;
- I-message: sharing some own experience, feeling related to the experience of the client;
- paraphrase: highlighting the important elements with their own words;
- summary: summarizing a bigger topic;
- joining: highlighting important thoughts, making connections between them;
- feedback: referring back to the earlier stages of conversation.

The difficulty of communication is not uniform by disabled clients living with reduced working capacities, there are special target groups, who find it especially difficult to get on with the world of communication.

Communication with mentally disabled clients

It is a frequent phenomenon that helpers, clerks feel uncomfortable in the company of a mentally disabled person. It is typical for example, that they cannot decide whether they should talk to the mentally disabled person or to the person accompanying him. Due to the fact that disabled people cannot use the generally used language efficiently in most cases, verbal (spoken and written) communication is especially aggravated, they often cannot put their feelings and thoughts into words. Usually **their strength is to make use of non-verbal opportunities**. In case of a mentally disabled client, it is important that the expert by experience should be sensitive to the nonverbal expression of the client, what he is unable to express, the expert by experience should often be able to find by intuition.

If you are talking to a mentally disabled person, it is important that you:

use rational, short sentences highlighting what is important;

primarily use well-known words;

ask your partners if he can follow the message;

you should not say large numbers, instead of it rather: many, very many;

avoid using abstract notions;

primarily use active verb forms;

if possible, refrain from negative syntagms;

if you are speaking to an adult person, then do not use an informal style;

give the proper respect to your partner!

Communication with hearing-impaired clients

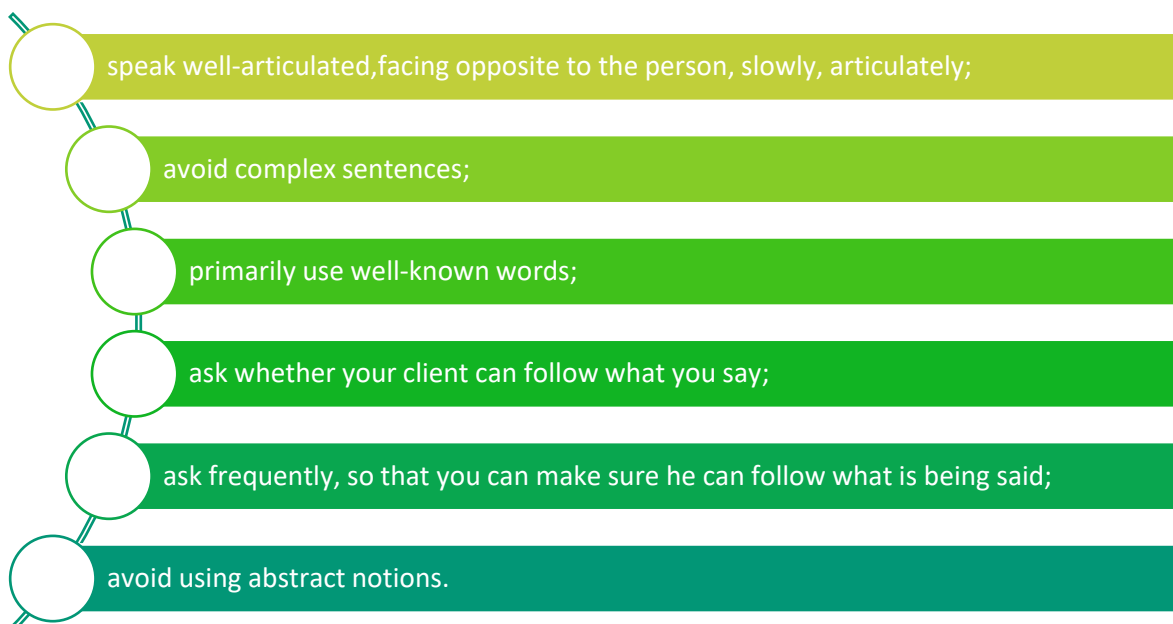
Most of hearing-impaired clients try to collect information from his surroundings by lip-reading, that requires significant attention from him, and that might result in quick fatigue. It is necessary to find out, even by gathering information before the meeting about whether the client communicates with hearing residuals, or through a sign language interpreter. It is also necessary to know for the expert by experience if he is able to understand the articulation of the hearing-impaired person himself. While communicating with hearing-impaired people, misunderstanding might even take place in such cases when the surrounding people do everything to adjust to the special needs of the hearing-impaired person. What might lie in the background of the problem is that the hearing-impaired person cannot follow the communication or the conversation consisting of multiple stakeholders, or he does not understand, or misunderstands what is being said due to his language deficiencies.

Such a problem may occur even in the case of jokes built on ambiguity and pun. Many times it is the communication partners, who get impatient if they have to repeat what was told. The possibility of misunderstanding especially persists in the interpretation of the emotional tone, intonation of communication, which is loaded depending on the state of hearing, on the other hand, it also has a meaning-modifying impact. This makes it more difficult for hearing-impaired people to orient in the emotional atmosphere of the surroundings, due to which a feeling of uncertainty may be established. And due to the misunderstandings, embarrassing situations might take place.

If the client speaks sign language well, in each case, the assistance of a sign interpreter can be suggested for communication. In the framework of an interpreter-assisted communication, the following viewpoints worth to be paid attention:

- The expert by experience should not talk looking at the interpreter, but at the hearing-impaired person!
- Bilateral conversation of the expert by experience and the interpreter should be avoided, because in this case, the hearing-impaired person may feel excluded
- It is necessary to give enough time for interpretation.
- It is useful for the interpreters if they get the draft, the summary of the topic beforehand, so they can think about the task.

If you are talking to a hearing-impaired person, it is important that you:



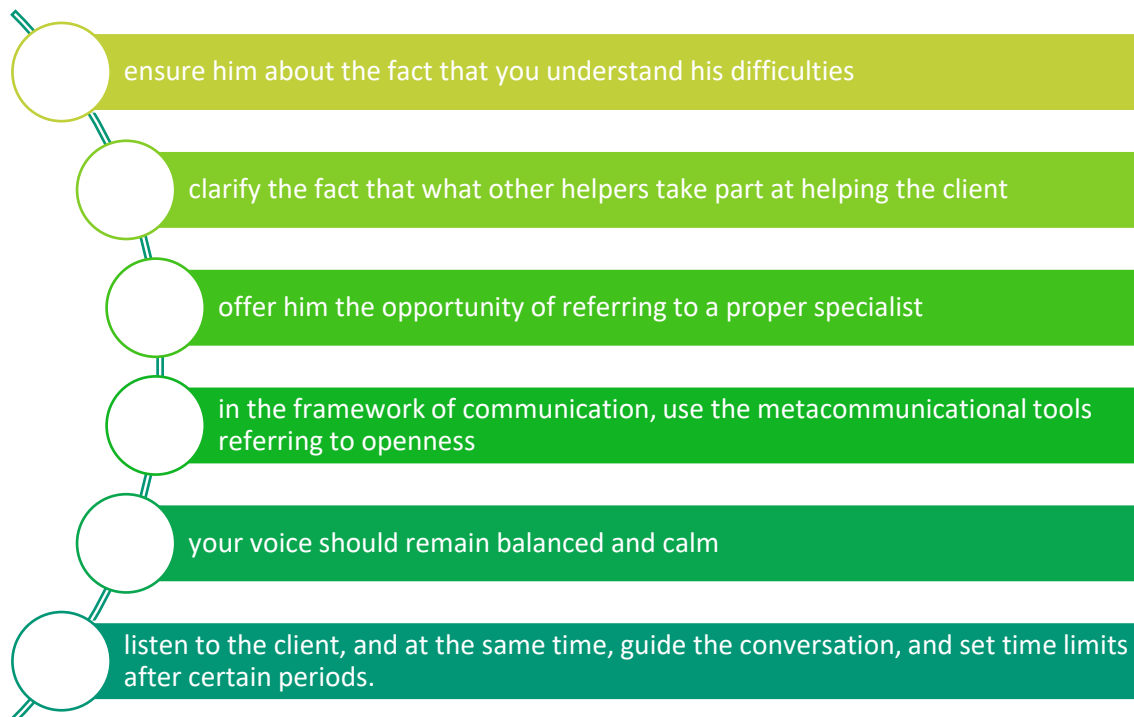
Communication with people living with a mental and behaviour disorder

Due to the difficulties deriving from the special features of people living with a mental and behaviour disorder, **it is recommended** for experts by experience that they should not work **in an isolated way, but by involving other helpers, professionals**. It is very important to find and keep the limits of experts by experience.

It is frequent that supporters of people living with a mental and behaviour disorder get emotionally too much involved in the process, and there are many examples also for the fact that the hidden preconceptions of experts by experiences activate for the symptoms of the illness, and not to the people „hiding“ behind them, without the fact that their rejecting behaviour becomes conscious for them.

Exaggerated involvement might stem from the social difficulties and the seriousness of the health state of people living with a mental and behaviour disorder, as well as from the detection of their lack of support, and the sensitivity to it. It is important to understand the problems, to feel the charges deriving from the illness, and at the same time, it is necessary to find those points where the expert by experience can provide help about overcoming factors preventing getting into employment.

If you are talking to a client living with a mental and behaviour disorder, it is important that you:

- 
- ensure him about the fact that you understand his difficulties
 - clarify the fact that what other helpers take part at helping the client
 - offer him the opportunity of referring to a proper specialist
 - in the framework of communication, use the metacommunicational tools referring to openness
 - your voice should remain balanced and calm
 - listen to the client, and at the same time, guide the conversation, and set time limits after certain periods.

4. Conflict management

4.1. About the conflict in general

Conflict is all around us, and some might even say that conflict makes the world go around. It is part of our everyday life, and occurs across all age groups, can happen to anyone.

However, not all conflict is bad, nor is it inherently negative. How conflict is handled makes all the difference. The Expert by experience through proper identification and understanding of conflict will help the client for effective resolutions, some of which may yield positive outcomes. In this course, we will examine the different types of conflict, how to understand and embrace the positive aspects of conflict, and how to successfully navigate conflict to positive resolution.

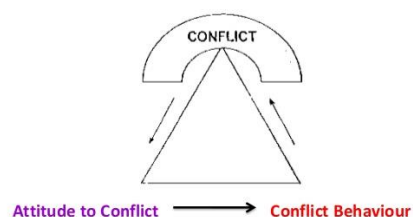
When conflict arises from any of the number of reasons, and is not resolved in a timely fashion, it becomes destructive. It can cause problems beyond the obvious. Losses in productivity, morale and harmony. Continuing conflict between co-workers or teams can cause employees to become disengaged. The more extreme cases can lead to physical violence or litigation proceedings. The many costs of unresolved conflict include, cost due to decreased productivity.



Objectives and competences

In the following chapter, we will try to show the possible sources of conflict with the concept of conflict. Our aim is to develop various conflicts management competencies by introducing conflict resolution strategies. We believe it is of utmost importance to distinguish between constructive and destructive conflicts.

Concept of Conflict



Types of conflict



The above graph illustrates the relationship and tension that often occurs between the work of a person (task), career progression (career) and personal values, lifestyle (personal interests). The three sub-sets may have common parts (the shaded ones) but may remain separate.

The Expert by experience has to be aware of the sources of the different conflicts, to be able to properly identify, embrace the positive aspects of conflict, and how to successfully navigate conflict to positive resolution.

The process model of conflict which has to be analyzed by Expert by Experience:



Retaliation

Justified notion

Countermove

Alleged injury can be shaped only by the vision, according to the actual mood of the individual. This idea will determine the frustration induced reaction. The idea is later confirmed, because the response is a hurt, which naturally provokes countermeasures.

According to Barlai Róbert (2004)the process is divided into larger sections. Some sections may repeat or even disappear. The whole **conflict resolution depends on how does affect the expert by experience emotionally, what kind of resources does have, if he/she feels confident enough about resolving the conflict, and most importantly : is the other person willing to discuss, and resolve the problem too.**

• Preventive Status (Latent Conflict)
• Experienced conflict
• Sensitive conflict
• Treatment / repression phase
• After-effects phase

The *preventive stage* involves the possibility of a problem, but it does not necessarily evolve into conflict. In order to become effective, the expert by experience must be aware in both parties that the partner is in some way in favor of his or her position.

During the *experienced phase*, the perceived danger, the perception of the problem triggers some emotional reaction (eg tension, fear, anger, etc.).

This is a *perceived conflict*, but it is very important to note that since conflict formation is a perception question, controversy may also cause conflict. Conflicts must therefore be understood both on the one hand and on the other on the unpleasant feeling associated with it. (Bakacsi, 1998)

The emotional reactions are followed by some verbal or verbal action. The parties give voice to their problem, argue, convincing each other. The conflict has become noticeable.

At this stage, the assistant has to say, "I have a problem, I have to do something about my situation."

Next is the *resolution / repression* section. Handling the disadvantage can be done in several ways.

Parties can mutually escape the conflict, as if it did not exist, control its course, control, or resolve it. (Barlai – Kővágó 2004)

At the *post-effect stage*, feelings about conflict management and its consequences are developed and cleansed. Negative after-effect is a case where one or both of the parties feel the victim's feelings. This could lead to new conflicts. The aftermath is positive if the parties are satisfied with the result. (Barlai-Kővágó 2004)

4.2. What is conflict management

Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly, and efficiently.

Wouldn't the world be a better place if all the conflict was gone? While we may think this is a great thought on the surface, let's think about what causes conflict and what can happen after a resolution is found. Think back to your favorite movie or book. Was there conflict in it?

Yes, there was. The basic recipe for a story plot is: Introduce your characters, discover conflict, resolve conflict, farewell your characters. Obviously, for stories that do not have a happy ending, the resolution of conflict portion changes. This plot progression is true of shows aimed at the youngest of audiences (for example, the bear wants honey out of the tree but has to trick the bees in order to get it).

Definition of the conflict

Conflict refers to some form of *friction, or discord* arising within a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group. Conflict can arise between members of the same group, known as intragroup conflict, or it can occur between members of two or more groups, and involve violence, interpersonal discord conflict. Conflict in groups often follows a specific course. *Routine group interaction* is first disrupted by an *initial conflict*, often caused by differences of opinion, disagreements between members, or scarcity of resources. At this point, the group is no longer united, and may split into coalitions. This period of *conflict escalation* in some cases gives way to a *conflict resolution stage*, after which the group can eventually return to *routine group interaction*.

M.Ajit notes there is no single universally accepted definition of conflict. He notes that one issue of contention is whether the conflict is a situation or a type of behavior.

Citing a review of definitions of organizational conflicts in 1990 by Robert A. Baron, Rakhim notes the following common elements in the definitions of conflict:

- there are recognized opposing interests between parties in a situation;
- there must be a belief by each side that the other one is acting or will act against them;
- this belief is likely to be justified by actions taken;
- conflict is a process, having developed from their past interactions;

Building on that, the proposed definition of conflict by Rakhim is "an interactive process manifested in incompatibility, disagreement or dissonance within or between social entities." Rakhim also notes that a conflict may be limited to one individual, who is conflicted within himself (the intrapersonal conflict).

To take another definition of conflict, Michael Nicholson defines it as an activity which takes place when conscious beings (individuals or groups) wish to carry out mutually inconsistent acts concerning their wants, needs or obligations. Conflict is an escalation of a disagreement, which is its common prerequisite, and is characterized by the existence of conflict behavior, in which the beings are actively trying to damage one another. Rakhim lists some manifestations of conflict behavior, starting with disagreement, and followed by verbal abuse and interference.

Conflicts can occur between individuals, groups and organizations; examples include quarrels between individuals, labor strikes, competitive sports, or armed conflicts.

Types of conflict

When the Expert by Experience is looking for the source of a conflict, it's important to remember that the different types of conflict reflect where the conflict originates (internally or externally) and the number of people involved (personal or group).

Interpersonal Conflict

Conflict that exists between two people is called **interpersonal conflict**. The conflict is external to each person (hence the 'inter-' prefix) and exists only between the two people. Interpersonal conflict can be seen any time two people disagree on a topic. We see it in people as young as toddlers when they fight over a single toy and as old as two nursing home patients when they argue over politics. Because we have different likes and dislikes, enjoy different things, and view the world from different perspectives, interpersonal conflicts are bound to happen.

Intrapersonal Conflict

Remembering that the prefix 'intra-' means originating internally, you can see that **intrapersonal conflict** is when you feel conflicted about your own thoughts or actions. Maybe you've always told people they should help the homeless and then, when you see a homeless person on the street, you become afraid and turn away. The disconnect between your words and actions may cause internal turmoil.

How the Expert by Experience respond to and resolve conflict will limit or enable his/her success.

Embrace Conflict as a Source of Growth and Transformation

Conflict can come from a variety of sources:

- **Goals.** Conflict can happen as a result of conflicting goals or priorities. It can also happen when there is a lack of shared goals.

- **Personality conflicts.** Personality conflicts are a common cause of conflict. Sometimes there is no chemistry, or you haven't figured out an effective way to click with somebody.
- **Scarce resources.** Conflict can happen when you're competing over scarce resources.
- **Styles.** People have different styles. Your thinking style or communication style might conflict with somebody else's thinking style or their communication style. The good news is that conflicts in styles are easy to adapt to when you know how.
- **Values.** Sometimes you will find conflict in values. The challenge here is that values are core. Adapting with styles is one thing, but dealing with conflicting values is another. That's why a particular business, group, or culture may not be a good fit for you. It's also why "birds of a feather flock together" and why "opposites attract, but similarities bind."

By embracing conflict as a part of life, you can **make the most of each situation** and use it as a **learning opportunity or a leadership opportunity**.

You can also use it as an opportunity to transform the situation into something better.



The Expert by experience as to properly identify the conflict he/she must listen to the opinion of both sides

4.3. Conflict management strategies

The perception and the perceived conflict (how you see conflict,) is followed by the choice of the intended way of handling the conflict. In this case, the Expert by experience has to decide how he/she intend to count the unfavorable situation for him/her, to solve the existing problem. When resolving conflicts, she/he can strive to achieve his/her own goals by being driven by self-interest and by taking into account others. (Bakacsi, 1998)

According to what conflict management strategy the Expert use, it basically defines the following two aspects:

- To achieve his/her personal goals
- Maintaining a good relationship with the other person

Most of the time, everyone has his own personal strategy for dealing with conflicts, but since this is a learned ability, it can be altered through effective methods.

According to Filley, man's behavior in a conflict situation can be characterized by self-validation and self-sufficiency (how well do you know, and control yourself), as well as the results-orientation and relationship-orientation dimensions.

The skills to be used in the contact phase.

Along with aspects of what is being done, we need to look at how to do it.

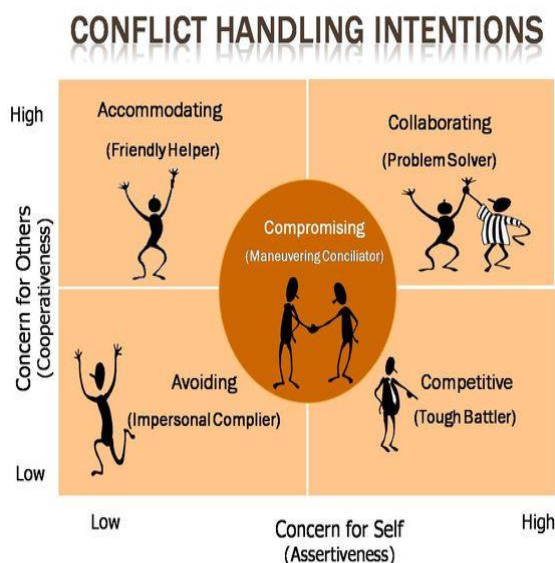
Thus, at this stage, a number of skills are needed, such as the ability to communicate, empathy, sincerity, interest, respect, worry.

The skills of listening and reacting (both the position and the language of the body) to what is to be communicated requires that obedience be done "with ears for words and eyes for body language" (what does the assistant feel, how he perceives others, what are his aspirations and goals).

In order to be sure that the Expert by experience interprets the words or feelings of the assistant well, must be checked from time to time together with it by summarizing the message received and connecting some aspects that the assistant did not tie (you can use expressions such as: "What you say to me means I understand that ..." etc.). Sometimes the expert by experience might feel inclined to convey sympathy to the assistant, but it is known that attention means empathy, not sympathy!

- | |
|--|
| <ul style="list-style-type: none">1. <i>Self-assertion</i>: the individual seeks or realizes his / her interests in pursuit of his or her ideas and decisions while observing the interests, intentions and aspirations of others. |
| <ul style="list-style-type: none">2. <i>Self-reliance</i>: assists the other's intentions and aspirations, while renouncing their own needs |
| <ul style="list-style-type: none">3. <i>Result-orientation</i>: a strong driving force, success, and good performance.4. <i>Relationship-orientation</i>: motivates the good relationship with others. A person in the eye of the relationship is willing to give up his or her interests and accept the views of others. (Horváth-Szabó, 2002) |

Based on the above dimensions, Kenneth Thomas (1976) distinguishes between five types of conflict management styles: Most people use all five strategies in the context of a conflict, but each one is characterized by the use of each strategy. (Horváth-Szabó, 2002)



The Thomas Kilmann Conflict Mode Instrument is a model for handling conflict:

How a person responds and resolves conflict will limit or enable that person's success.

Individual strategies can not be categorized in themselves, at all times depending on the degree to which they prove effective. (Szekszárdi, 1995)

Competition: ("If possible, free"): self-validating and non-cooperative. It signifies behavior that forces one party to the other, even at the expense of the other party.

A winner-losing position emerges, which is characterized by the rivalry, power-play.

It can mean a stand for our own right, the protection of a perceived position, or simply the pursuit of victory. (Tuska, 2000) Conflict is a game for the participants to win, only know the winning / losing position. This type often applies the threat, reasoning, persuasion, and indirect pressure as negotiating tactics.

Problem solving ("Work together the solution"): self-validating and collaborative at one time. Both parties strive for the full accomplishment of their goals and interests, openly collude their opinions, information, the bases of their views, share their causes with each other.

The conflicting problem is considered to be a challenging one, seeking a solution involving both parties. (Tuska, 2000) Its application leads to a winner-winning position, but it takes a lot of time and effort. (Gyökér, 1999) The parties mutually assure each other's self-reliance, assuming acceptance of self-submission as required. This strategy requires cooperation, openness, empathy and tolerance. When sharing intentions, needs and ideas, the sexual relationship may become closer, and it is possible to discover the unknown values of each other so far. (Szekszárdi, 1995)

Avoiding: ("Let's leave it All"): Not self-validating, non-cooperative. It does not even force its own goals, it avoids confrontation with others. This may be due to the fact that previous conflicts have left a deep, negative mark on it, or that it considers the conflict as a destructive one. You may find it very difficult or you do not consider the question really important. It strives to maintain the balance of harmony, aiming to maintain the current status quo. If collision is inevitable, it only uses bureaucratic means to survive. If there is no way to retreat, you will be condemned to enforce your interest. (Tuska, 2000) Sweeping the conflict under the rug means that the opposing parties have no opportunity to come to terms with the other's views and feelings, so the latent problems will be there and then they will surface where and when no one matters it. (Szekszárdi, 1995)

Adaptation: ("Only after you"): collaborative and not self-validating. An individual renounces his or her own intentions to make the other party's intentions enforce it. Substantially subject to subordination, permissiveness. (Tuska, 2000). His rejection stems from fear, constraint, or tact, after a deliberate decision, helping the other party achieve his goals. If adaptation is not based on one's own decision, the tension accompanying self-stimulation can cause a disproportionately strong induction reaction. Adaptation at all costs is a challenging strategy, as the internal force needed to resolve everyday conflicts does not develop properly. Those adopting an adaptive strategy often do not undertake a fear of losing their relationship, loneliness, thus jeopardizing the uniqueness and integrity of their personality. (Horváth-Szabó, 2002)

Compromise search: moderate self-reliance and moderately co-operating. Applying the behavior of building the "golden middleway". Its purpose is to use a viable and mutually acceptable solution that partially satisfies both parties' intentions. No one really can win today, but nobody loses everything. (Tuska, 2000). With compromises, relationships can be maintained because the parties are listening to each other and try to reach a compromise that everyone believes is fair. They are using techniques like bargaining, reducing differences, voting. (Bakacsi, 1998) This strategy offers time and opportunity to

search for better solutions, does not compromise, but often results in short, fragile equilibrium. By changing the balance of power, the stronger is the attempt to use the winning / losing method. (Horváth-Szabó, 2002)

Notice that the strategies presented reflect a viewpoint of one side of the conflict: its beliefs about the nature of the problem, its willingness to cooperate, its attitude towards the other party. In a conflict situation, most people have a dominant attitude, but this does not imply exclusivity, because the behavior of an individual depends largely on the particular situation. (Bakacsi, 1998)

Conflict resolution is based on interaction, so the parties necessarily influence each other in what style they use. (Tuska, 2000)

All five conflict management methods are useful in certain situations. The effectiveness of a conflict management strategy depends on the requirements of the particular situation and depends on how skillfully it is used. Everyone can use all five modes.

4.4. Conflict management strategy used by the Expert by Experience in different situation

Applying Competing:

- When it is vitally important for fast, decisive action (eg in emergency)
- When introducing important but unpopular measures (eg discipline, cuts costs)
- In matters of vital importance to the organization's well-being, if we are certain we are right
- Self-defense against people who want to benefit from a non-competing style.

How to troubleshoot:

- In cases where the perception of both parties is too important for a compromise solution
- When the goal is to understand learning (eg controlling your own assumptions) or understanding the other party's thinking
- If we want to utilize a different view of ours if we want to combine the other's point of view with ours
- Awakening of commitment in the other party through consensual negotiation of interests
- For joint processing of negative feelings that break the relationship

Use of avoidance:

- When the problem is insignificant, or it is only temporary or other constraints to solve the most important issues.
- If we do not see a chance to make our own interests, our intentions (eg lack of power, an obstacle that is impossible to change)
- When the confrontation damage is greater than the expected benefits of resolving the conflict.
- When we have time for the other party to calm down and regain negotiation ability if we want to reduce the voltage level or to give time to ourselves.
- When collecting more information has more advantages than immediate decision making.
- When others can solve the problem more effectively.
- When the question is only a symptom or by-product of another, more important, more

fundamental problem.

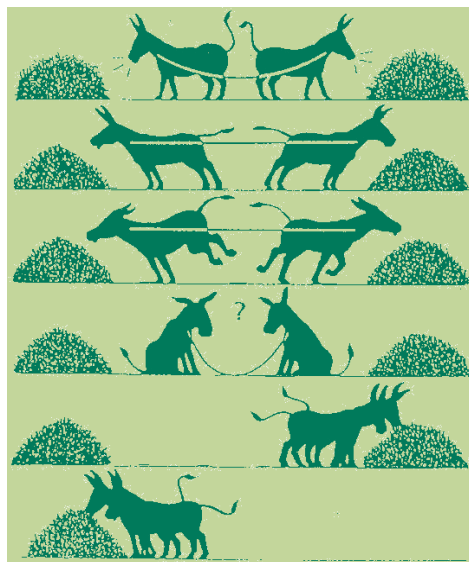
Using adaptation:

- When it turns out that we are not right, we are wrong, we accept the right hypothesis. When we learn from someone when we want to show our understanding.
- When the issue is more important to the other party. By doing this, we meet the needs of the other party and maintain further cooperation
- If we want to "redeem" our "credit line" on our previous engagement, and if we continue to compete, we only lose our position because we are losing and we want to minimize our losses
- When it is particularly important for us to maintain harmony, stability, and / or avoid breaking.
- When we want to allow our subordinates to learn from the mistakes of their experiments, they should evolve.

Compromising Finding:

- When goals are fairly important but do not attain the effort or breakup that would be associated with a more self-reliant style
- When the other party is as strong as we are and is committed to our goals that exclude ours
- When we discuss a complex agreement on complex issues, achieve a satisfactory solution, in times of need
- When neither the problem solving nor the competition does not produce the desired result, we can still retire here

4.5. Conflict Resolution Skills needed to be used by the Expert by Experience



“The successful person has unusual skill at dealing with conflict and ensuring the best outcome for all.” — Sun Tzu

Conflict resolution is a critical managerial skill that is often underrated. This short training explores the factors that drive conflict and ways to effectively intervene and facilitate positive outcomes in often emotive situations. By learning to identify conflict in its early stages, the Expert by experience will be able to respond with confidence and effectively manage conflict situations before they escalate.

Upon completing this course, the Expert by experience will be able to:

1. Identify the different types of conflict
2. Illustrate the positive aspects of conflict
3. Provide examples of positive ways to deal with conflict

Active Listening Skills used by the Expert by experience in conflict resolution:

1. Use active learning skills when dealing with conflict
2. Choose appropriate communication tactics when dealing with conflict
3. Create a usable plan for managing conflict

Active Listening Skills: active listening skills as a means of reaching a resolution.

'Active listening' means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker. Active listening involves listening with all senses. As well as giving full attention to the speaker, it is important that the 'active listener' is also 'seen' to be listening - otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.

Interest can be conveyed to the speaker by using both verbal and non-verbal messages such as maintaining eye contact, nodding your head and smiling, agreeing by saying 'Yes' or simply 'Mmm hmm' to encourage them to continue. By providing this 'feedback' the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly.

Communication Problems and Skills

There are many reasons why interpersonal communications may fail. In many communications, the message (what is said) may not be received exactly the way the sender intended. It is, therefore, important that the communicator seeks feedback to check that their message is clearly understood.

The most effective communication strategy is called „I message” instead of „you message”. By using this you can avoid conflicts to appear, as you are revealing your feelings, desires, needs instead of blaming, or pointing to the other as being the cause of the problem. Exp:” I feel dissatisfied for not calling me”, instead of „ You are irresponsible, you didn't call me, you never do.” This issue will be discussed further in the communication chapter.

Conflict management gets a whole lot easier when you know what you're dealing with. The problem is, if you don't have a simple mental model for conflict, things can get complicated fast.

5. The importance of time management in the practice of the Expert by Experience

5.1. What time management means

The main objective of the Expert by Experience is to increase the life quality of people with disabilities by eliminating, solving and mitigating their life problems, supporting the obtaining of appropriate skills for the labour market, their guidance for placement to a protected or open labour market. Because of the diversity of the problems nature, it is a difficult work which requires effective organization and time planning.

Time limits the duration of life and provides a framework for our capabilities. It is characterized in particular by the fact that:

- is absolutely defined,
- is the same for every person,
- it cannot be bought or saved,
- cannot be stored,
- cannot be multiplied,
- flows for everybody continuously and irrevocably (Vetráková, Seková, 2004).

Even though many people complain about the lack of time, we often use it inefficiently.

Every expert by experience should have an objective evaluation what is in his power and what he has to reject because everything that is related to the work of an expert by experience is time consuming.

When planning your time, he/she must take into account the time:

- Which will provide to the assistance to citizens with disability in the month,
- Time for possible administration,
- Time to build and keeping contacts with various organizations,
- Time for creative activity,
- Time for own education and personal growth,
- Time to relaxing.

Time cannot be lead, only can be affected the using of time by your own abilities and activities. For experienced experts from the aspect of efficient time using, we recommend to analyse the time and prioritization.

Time Analysis

Questions for consideration	Recommendations
How do you spend your working days in nowadays?	Do yourself a detailed survey of activities, which you realise during working day. Focus more on regular activities.
How much time do you give to irrelevant things?	Which activities do not bring any effect in the frame of your work – they do not connected to your work and in the same time they do not connect not even to some minutes relax.
How long do you succeed to concentrate?	Observe how long time period you succeed to receive and fully concentrate to certain task without going away or doing something else.
Which things take you a lot of time and opposite which ones are your strengths?	Identify activities which you can elaborate, respectively to solve quickly and activities which you need a longer time for elaboration.

Prioritization

Sort tasks by importance according to time. Decide what is important and what your activities are insignificant. Assistance in choosing can be provided by answers to a few simple questions:

Questions for Consideration	Recommendations
What? When? For what? Why? Is given task urgent?	When yes, you should not postpone it any longer than necessary.
Does the task require your immediate attention?	If so, the activity has high priority.
Are immediate benefits for work?	This criterion becomes to be relevant until the moment when we have to give priority to one from several tasks, which are from long-term aspect equally beneficial for us.
What is the non-financial value of this work?	The response for this question depends from your internal motivation regarding the concrete task. It is related to the human nature that it is better, faster and, more importantly, we are doing things in which we see the sense.

Correct assignment of tasks and their timing is very important. The following tools can help you when performing tasks:

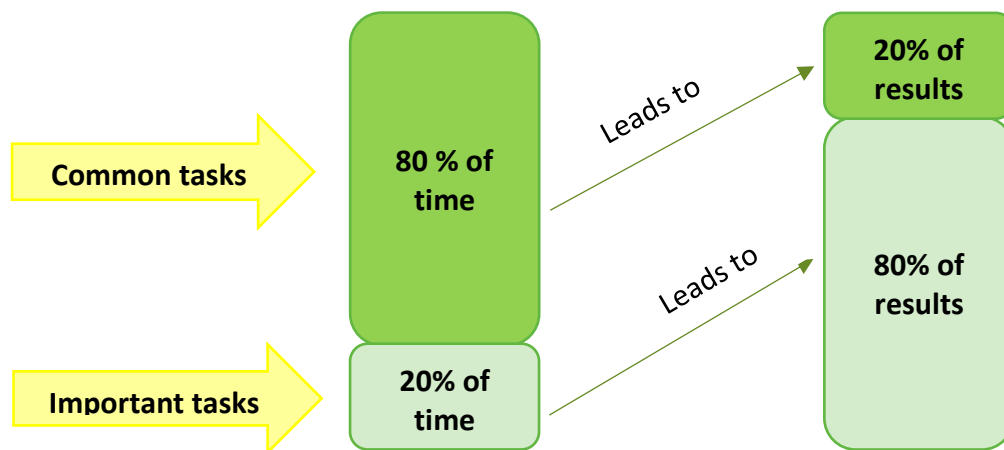
- a) Diaries, calendars - record previous and future events,
- b) Checklists - serve for the preparation of consultations/counselling sessions, meetings, negotiations, serve for repeated tasks and deadlines for the establishment of rules or a certain procedure,
- c) Software systems, electronic auxiliary tools - electronic diaries, pocket computers/tablets, laptops, personal computers, software solutions – e.g. calendars, planning systems.
- d) Planning systems and loggers - serve to record both short and long-term objectives.

The use of particular types of auxiliary tools in the work of the expert by experience depends on the individual ability to work with individual tools and on individual preferences. For somebody, writing records and planning may be more practical than dealing with technological inventions.

5.2. Time management techniques and task planning

Paret's rule

According to economist W. Pareto, 20% of the correctly spent time reaches 80% of the results, in contrary in the remaining 80% of the time spent, is obtained only 20% of the total output results. Or, 80% of the incorrectly spent total time will bring only 20% of the results from the total output.



Paret's rule

The principle knows how to choose just those activities that bring you maximum results. For planning purposes, it is therefore good to know the nature of all the duties and tasks that you currently have to provide.

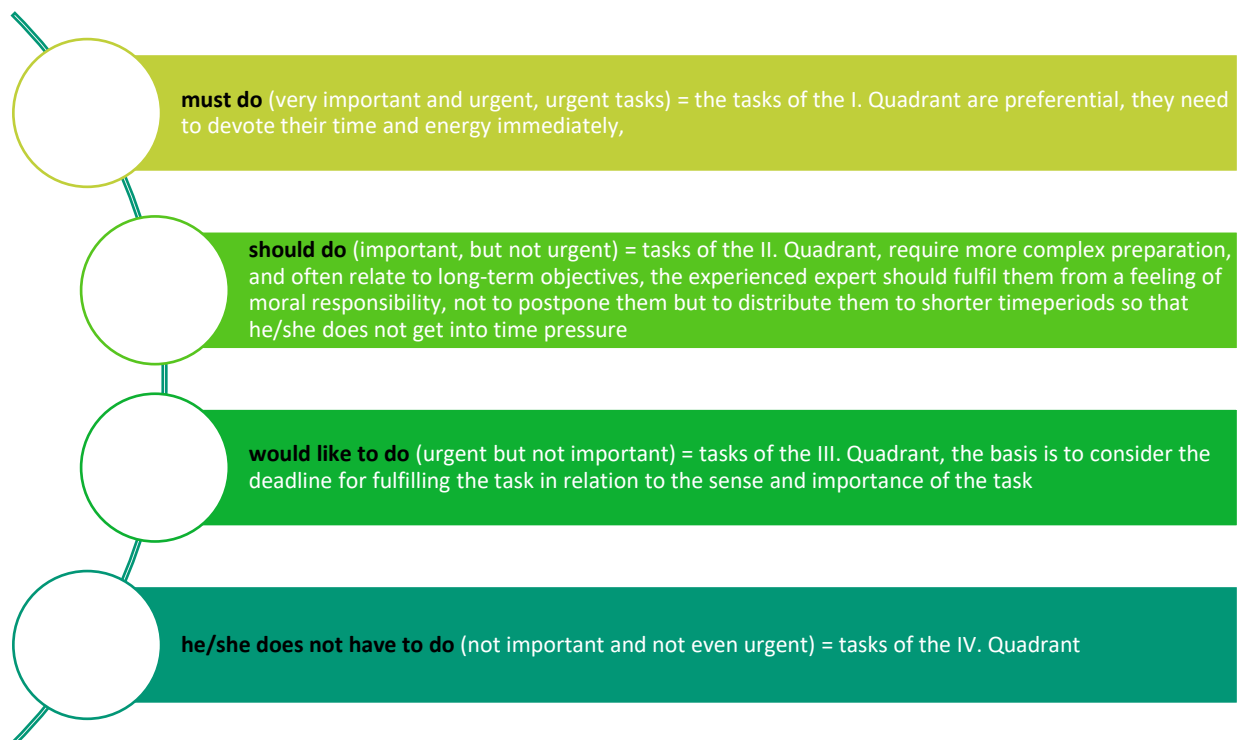
Eisenhower's method

It represents time planning based on priorities of importance and urgency of individual work activities that are divided into four-time quadrants. According to them, we can determine from the total amount of time we have to meet the objectives:

- What is the most urgent and most important (I. time quadrant),
- What is important and less urgent (II. time quadrant),
- What is urgent and less important (III. time quadrant) and
- What is not urgent and unimportant for achieving objectives (IV. time quadrant).

	Urgent	Non-urgent
Important	I. time quadrant For example Crisis client situation Phone call from important client Project, with the deadline tomorrow	II. time quadrant For example Healthy lifestyle Carrying on clients Planning activities of experienced expert
Not important	III. time quadrant For example Disturbance from a colleague Beeps SMS and mails Purchase of Office supplies	IV. time quadrant For example Long discussion on meetings Time rubbers (Facebook ...) Frequent work breaks

The essence is the assumption that importance always prevails over urgency. In this respect, it differentiates the tasks that the Expert by Experience:



An important factor in time management is to avoid so-called **"thief of time."** It is important for everyone to determine what his thief of time is. It can be, for example, a **frequent interruption of work** when we start working on a specific assignment during which we add a second task to ourselves, and a colleague calls us to ask us to resolve the next situation. One consequence of such an effort can be tiredness, exhaustion and waste of time. For the other frequent time thieves, we find **coffee, cigarettes, internet, mail, or talking to colleagues**. These are pleasant activities that do not necessarily represent a substantial disruption of our working time when properly dosed and used. **Constantly waiting for somebody** who goes late, whether on counselling sessions or business meetings, is also a thief of time.

5. 3. Stress and its impact on the performance of the Expert by Experience and prevention of stress reduction

Stress is an undesirable part of everyday life. Most people try to ignore the symptoms of stress until they show up for health. Just because we consider it necessary to deal with stress even in the case of an expert by experience.

Everyday situations burden us with varying levels. These same environmental requirements, similar or equal situations induce our different responses and different high voltages.

Short-term stress can positively affect the body, but **long-term** can cause illnesses over time. Long-term stress affects both mental and physical health. The stimuli that cause stress can be any situation

in which the organism is deflected from an equilibrium state. Some people respond to the situation with apathy, and relinquish, others with quandary, or else with aggression, or they decide to handle and deal with the burden situation.



Stress can also be positive because one activates to activity, which can be beneficial for health (eustress) but also unhealthy (distress). It is just that distress causes the body to become less and less able to restore the balance between tension and relaxation and appear the problems of a different nature (physical, psychical, behavioural changes).

5.4. Stress management strategies

You can use the following approaches to manage stress or to prevent stress:

- Reduce the number of stressful situations during the day,
- Mitigate emotional excitement which is accompanying with stress,
- Change the way of dealing with stressful situations that we cannot influence (e.g. changing attitude, relaxation).

Activities	Explanation	Recommendations
Change the thoughts that cause stress	According to Albert Ellis psychotherapist, the main reason for psychological difficulties and stress are irrational thoughts, thought patterns (for example, I have to try to be recognized by everyone). These formulas are instilling us by the closest surroundings as early as childhood, and later are added by authorities.	<ul style="list-style-type: none"> • Look for your inner stressors, identify them, and be aware what ideas you feel in a stressful situation • Discard, examine their correctness • Try to make changes in thinking and attitudes throughout the day
Compensate self-assuredly with claims of others	At work, we are exposed to various claims, demands and expectations (high efficiency of work, good mood, listening to other problems, conflict resolution).	<ul style="list-style-type: none"> • Be aware what expectations are particularly putting you down • defend yourself from environmental pressures and tell exactly with what and to what extend you can help (assertive refusal, legitimate defending yourself) • Practice your refusal in a sensitive way
Eliminate negative emotional states	It is about obtaining stress resistance in a particular stressful situation.	<ul style="list-style-type: none"> • Learn one of the relaxing techniques that will help you fix the feelings of a relaxed body, resting breathing, pleasant inner images • In stress you can just move or say a word and you will experience a feeling of relaxation
Improve communication and cooperation	It is concerning the use of communication skills in practice in various burden and stressful situations.	<ul style="list-style-type: none"> • Be sufficiently open to communicate with clients • Create time space for talking about the arisen problems • Do not suppress conflicts and its solution, they will reappear at the appropriate opportunity
Increase your qualification	To the effective methods of stress management include also a critical analysis of their own professional knowledge, skills and competences and their correction. Many people admit that they are getting stressed because they have not learned how to properly divide and plan their time.	<ul style="list-style-type: none"> • Critically analyse your own professional knowledge, skills and abilities • Identify their cause • Make a correction plan

6. Individual work of Expert by Experience with people with disabilities

Experts by Experience should be able to capable in working with people with disabilities individual by individual. Individual work should contain a Needs Analysis on client needs and demands, promoting client motivation, development of self-efficacy and an individual action plan. Each individual has separate characteristics based on his/her type of disability, living circumstances, economic conditions, educational background, family situation, etc. These factors are causes of individual differences and experts by Experience should start with determination of these factors by identifying clients' needs.

6.1. Identification of clients' needs from the aspect of the disability type

Experts by Experience should recognize well their clients in the first instance. For this reason, clients' needs should be identified before working with them. Needs can be identified via some channels:

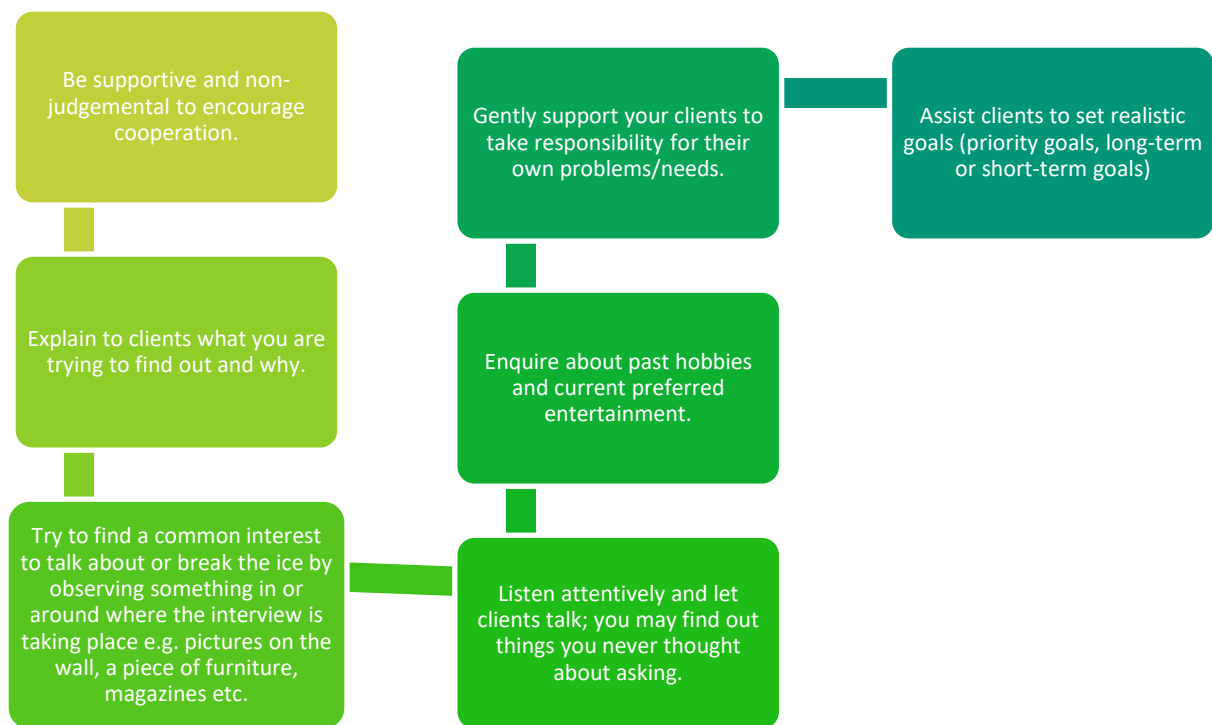
- ❖ Interviews with the client/caregiver
- ❖ Interviews with family and friends
- ❖ Daily observation of activities and data gathering

Experts should address the needs of clients and their families in a holistic way. This means that the assessment focuses on the whole person and their entire well-being, including physical, emotional, spiritual, mental, social and environmental.

The Expert by Experience can implement Client Needs Identification in different ways. One option is to process the interview results into a written form of the client profile. The written form is appropriate because the client can take it home, consider, highlight important information, and outline the following steps.

Based on the analysis of the obtained data, we can create a complex, specific targeting characteristic of the individual, which becomes a part of other Expert by Experience recommendations.

► Tips for conducting “**Interviews with the Clients**” are provided below:



Needs of PWDs vary with respect to their type of disability although all of them have some needs in common.

Deaf/Blind Disabilities

A deaf-blind person cannot see or hear to some extent. This results in greater difficulties in accessing information and managing daily activities.

Here are some tips on serving customers who are deaf-blind:

- Don't assume what a person can or cannot do. Some deaf-blind people have some sight or hearing, while others have neither.
- Don't refer to the disability, and never use phrases like "handicapped".
- A deaf-blind customer is likely to explain to you how to communicate with them or give you an assistance card or a note explaining how to communicate with them.
- Never touch a deaf-blind person suddenly or without permission unless it's an emergency.

Intellectual Disabilities

People with intellectual disabilities may have difficulty doing many things most of us take for granted. These disabilities can mildly or profoundly limit one's ability to learn. You may not be able to know that someone has this disability unless you are told, or you notice the way people act, ask questions or use body language. Be supportive and patient.

As much as possible, treat your customers with an intellectual disability like anyone else. They may understand more than you think, and they will appreciate you treating them with respect.

Here are some tips on serving customers who have an intellectual disability:

- ◆ Don't assume what a person can or cannot do.
- ◆ Don't refer to the disability, and never use phrases like "handicapped".
- ◆ Use simple words and short sentences.
- ◆ Make sure your customer understands what you've said.
- ◆ If you can't understand what's being said, don't pretend. Just ask again.
- ◆ Give one piece of information at a time.
- ◆ Be polite and patient.
- ◆ Speak directly to your customers, not to someone who's with them.

Learning or Cognitive Disabilities

Learning disabilities can result in a host of different communications difficulties for people. They can be subtle, as in having difficulty reading, or more pronounced, but they can interfere with your customer's ability to receive, express or process information. You may not be able to know that someone has one of these disabilities unless you are told, or you notice the way people act, ask questions or body language. Be supportive and patient.

Here are some tips on serving customers with learning disabilities:

- ✿ Patience and a willingness to find a way to communicate are your best tools.
- ✿ When you know that someone with a learning disability needs help, ask how you can best help.
- ✿ Speak normally and clearly, and directly to your customer
- ✿ Take some time - people with some kinds of disabilities may take a little longer to understand and respond.
- ✿ Try to find ways to provide information in a way that works best for them. For example, have a paper and pen handy.
- ✿ Don't refer to the disability, and never use phrases like "handicapped".
- ✿ Be courteous and patient and your customer will let you know how to best provide service in a way that works for them.

Mental Health Disabilities

People with mental health disabilities look like anyone else. You won't know that your customer has a mental health disability unless you're informed of it. And usually it will not affect your customer service at all.

But if someone is experiencing difficulty in controlling their symptoms or is in a crisis, you may need to help out. Be calm and professional and let your customer tell you how you can best help.

Here are some tips on serving customers who have mental health disabilities:

- Treat people with a mental health disability with the same respect and consideration you have for everyone else.
- Be confident and reassuring, and listen to your customers with a mental health disability and their needs.
- If someone appears to be in a crisis, ask them to tell you the best way to help.
- Take your customers with a mental health disability seriously, and work with them to meet their needs.

Physical Disabilities

There are many types and degrees of physical disabilities, and not all require a wheelchair. People who have arthritis, heart or lung conditions or amputations may also have difficulty with moving, standing or sitting. It may be difficult to identify a person with a physical disability. Be patient. Customers will identify their needs to you.

Here are some tips on serving customers who have physical disabilities:

- ✱ Speak normally and directly to your customer. Don't speak to someone who is with them.
- ✱ People with physical disabilities often have their own ways of doing things. Ask before you help.
- ✱ Don't refer to the disability, and never use phrases like "handicapped".
- ✱ Be patient and be sure you understand their needs.
- ✱ Don't touch any assistive devices, including wheelchairs, unnecessarily unless it's an emergency.
- ✱ Provide your customer information about accessible features of the immediate environment (automatic doors, accessible washrooms, etc.)

Speech Impediments

Some people have problems communicating. It could be the result of cerebral palsy, hearing loss, or another condition that makes it difficult to pronounce words, causes slurring or stuttering, or not being able to express oneself or understand written or spoken language. Some people who have severe difficulties may use communication boards or other assistive devices.

Here are some tips on serving customers with speech impediments:

- ✱ Just because a person has one disability doesn't mean they have another. For example, if a customer has difficulty speaking; don't assume they have an intellectual disability as well.
- ✱ If you don't understand, ask your customer to repeat the information.
- ✱ Don't refer to the disability, and never use phrases like "handicapped".
- ✱ If you are able, ask questions that can be answered 'yes' or 'no'.
- ✱ Take some time. Be patient and polite and give your customer whatever time he/she needs to get his/her point across.
- ✱ Don't interrupt or finish your customer's sentences. Wait for them to finish.
- ✱ Patience, respect and a willingness to find a way to communicate are your best tools.

Visual Disabilities

Visual disabilities reduce one's ability to see clearly. Very few people are totally blind. Many have limited vision such as tunnel vision, where a person has a loss of peripheral or side vision, or a lack of central vision, which means they cannot see straight ahead. Some can see the outline of objects while others can see the direction of light.

Visual Disabilities can restrict your customers' abilities to read signs, locate landmarks or see hazards. In some cases, it may be difficult to tell if a person has a visual disability. Others may use a guide dog or white cane.

Here are some tips on serving customers who have visual disabilities:

- ✿ Identify yourself when you approach your customer and speak directly to them.
- ✿ Speak normally and clearly.
- ✿ Don't refer to the disability, and never use phrases like "handicapped".
- ✿ Never touch your customer without asking permission, unless it's an emergency.
- ✿ If you offer assistance, wait until your receive permission.
- ✿ Offer your arm (the elbow) to guide the person and walk slowly.
- ✿ If you're giving directions or verbal information, be precise and clear. For example, if you're approaching a door or an obstacle, say so.
- ✿ Don't just assume the individual can't see you.
- ✿ Don't leave your customer in the middle of a room. Show them to a chair or guide them to a comfortable location.
- ✿ Identify landmarks or other details to orient your customer to the environment around them.
- ✿ Don't walk away without saying good-bye.

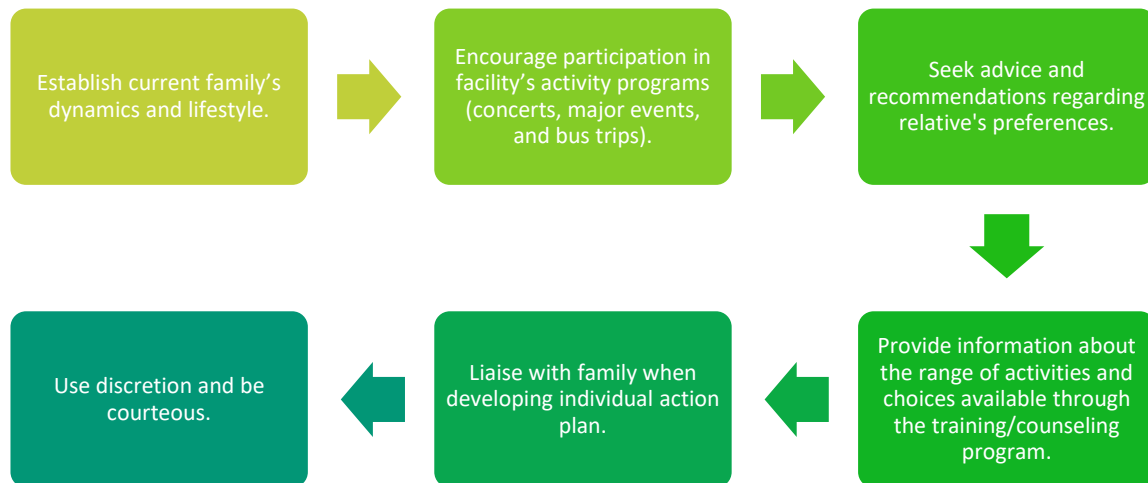
Civilization diseases

Next group of persons with disabilities is composing from persons with civilization diseases (e.g. oncological diseases, diabetes mellitus, locomotor/skeletal diseases, etc.), these persons were recognized by decision of the competent authorities as the citizens with disabilities, and they are liable to dispensary care, they have reduced rate of ability to perform a gainful activity, but they want and can work and they are applying for the work.

Tips for providing services to clients:

- Be accommodating, respectful and attentive.
- Provide a pleasant atmosphere.
- Use friendly words.
- Work towards development of cooperation by giving active and focused attention to the client.
- Manifest the respect and esteem to the client.
- Create an opportunity for pronouncing the request, the order.

► Tips for conducting “**Interviews with the Family/Friends**” are provided below:



► Some practical tips for gathering “**Information through Client Observation**” are provided below (in day-care centre):



► Tips for Needs Analysis Questions

A needs assessment should include personal information of the client, as well as his/her reason for to apply to you for training/counseling/mentoring. So, you should prepare questions which target his/her educational background, economic circumstances, housing conditions, psychological conditions, family relations; as well as his/her weaknesses and strengths, types of professions he/she would like to work in, abilities that could be improved, his/her willingness to work etc.

Needs analysis questions of the PWD should be asked to either himself/herself; or his/her caerers, family members, friends etc.

In order to recognize PWDs, questions in the scheme below can be asked:



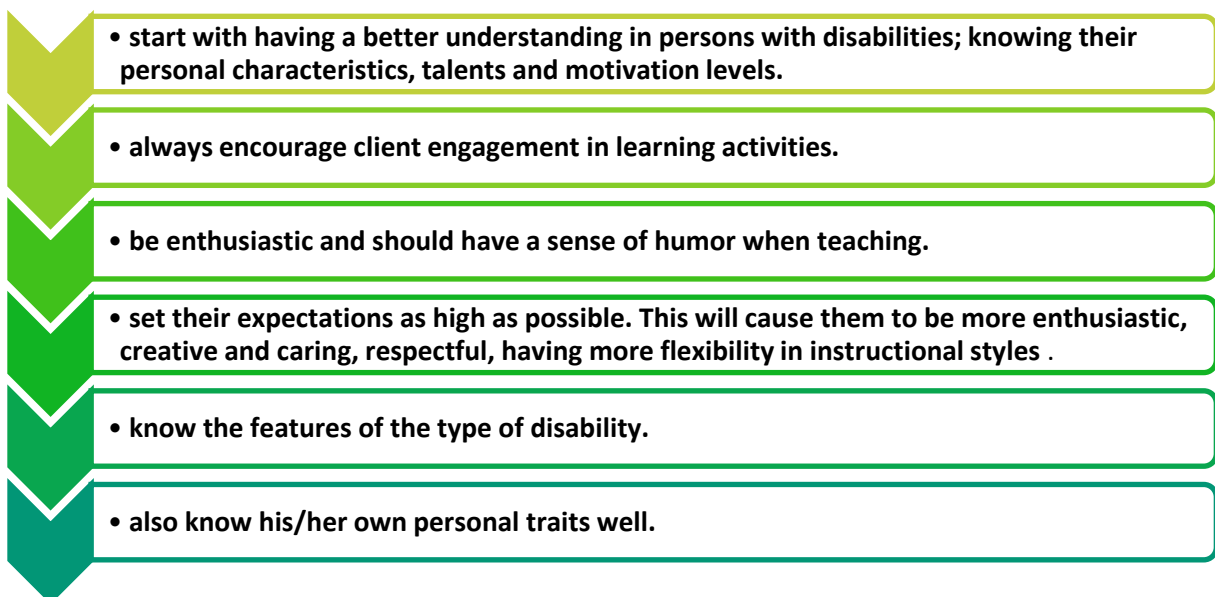
These questions are just some examples. An expert should be able to develop more target oriented questions for interviews.

Topic of the introductory interview:

- Getting information about the client's wishes and ideas in connection with his/her continuing education
- Getting information on whether he has taken any steps in this area - he or she has enrolled in a training course or started studying specific literature and how he/she is assessing these first steps, what all he/she is above.
- The client should be familiar with the course of complete counseling, with the expected number of meetings and their duration, with that and how the getting data will be presented to him/her and what information he/she can get for himself/herself.

6.2. Client motivation

Motivation can be defined as "...feelings about their ability to deal with many of life's challenges and problems." for persons with disabilities. (Lavoie, 2007) Motivation for education may be described as promoting them for learning required abilities and knowledge and increase their willingness to be taught. Studies indicate that motivation of learners is so important in education. Experts of Experience should;



The objective of Expert by Experience is to find ways how to help the client get to know, start and consequently use all of his motivational resources - both externally as well as internally. However, his/her own internal motivation is the right "driver" for the client, which is more important for the realization and subsequent maintenance and permanence of the changes.

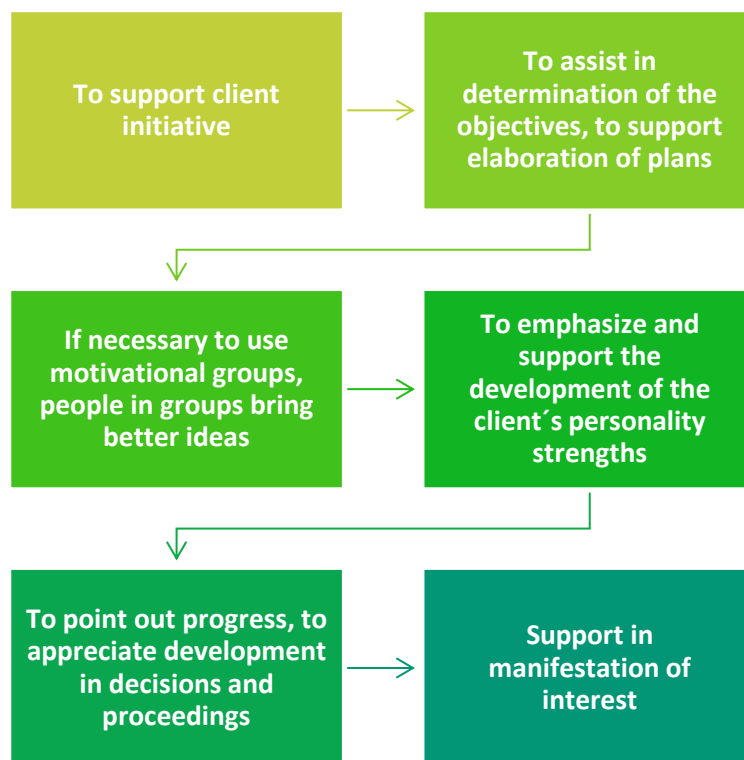
Life is determined by constant changes. Both an organization and an individual have to be able to respond effectively to changes in the external environment. The flexibility and competitiveness of each company or organization is directly affected by the level of education and experience of workers who are working in it. The process of change begins by becoming aware of the need for change. However, people are from their nature contradictory to changes. If they have to accept the change, they have to be motivated.

Motivation is the power which drives person to the activity, consequently also to learning. Motivated people want to work the best they know, and they want to work like that, not for "someone" but for themselves, for their feeling within oneself.

There are two types of motivation that play an important role in the working motivation of individual:

- Internal motivation - self-motivation
- External motivation - e.g. motivation by employer, family, acquaintances, friends, advisor, Expert by Experience, etc.

Motivation strategies:



The Expert by Experience can use the following methods to develop motivation for people with disabilities:

Troubleshooting learning	•Outlining the problem, initiation of interest in its solution
Learning through the game	•Motivation factor is competition, enjoyment from play, from competition, relaxed atmosphere
Attraction of tasks	•Unconventional, interesting tasks, mysteriousness, dramaticness
Competition	•Possibility of obtaining a reward
Programmed learning	•The client proposes his own solutions, chooses his own pace of work, we use it
Brainstorming	•Submitting the proposals of solutions to the problem, alternatives without criticism
Cooperation	•Working in groups, using group dynamics and group spirit, social interaction in a group
Group Dynamics	•Utilization of social-psychological process and group events, use of group pressure
The hierarchy of objectives principle	•Awareness of your activities objective, moving ahead from one objective to next objective

6.3. Development of client self-efficacy

First developed in 1977, self-efficacy is an important component of Albert Bandura's social cognitive theory. Self-efficacy refers to people's judgments of their ability to perform necessary behaviors to produce desired outcomes in specific situations. These judgments are highly context specific and tend to influence which activities people will attempt, how much effort they will put into the activities, how long they will persist at them, and their emotional responses while involved in the activities.

Self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goals (<http://en.wikipedia.org/wiki/Self-efficacy>), or one's belief in one's ability to succeed in specific situations

It differs from general confidence, self-esteem, locus of control and other psychological concepts: it is specific to the goal in question, so is not a generalized self-view.

Self-efficacy is important in employment advice because:

- by expressing their level of confidence in specific employment-focused tasks, clients can choose pathways to employment at which they are more likely to succeed
- by applying methods that improve self-efficacy, expert by Experience can help clients to become confident and capable of tasks that previously eluded them.

Self-efficacy beliefs regulate human functioning through four major types of processes: cognitive, motivational, affective, and selective. Three major types of self-efficacy have been identified: task-specific self-efficacy, self-regulatory efficacy, and coping efficacy. Task-specific self-efficacy refers to people's beliefs in their ability to perform the specific tasks required to succeed within a given domain.

Self-efficacy sources:



Examples:

1. Mastery Experiences

Clients should be supported to do work-focused activities that they can achieve with confidence. Where there is inevitably a chance of failure as for example in job interviews, they should be helped to prepare for the possible failure and react in positive ways if it happens.

2. Vicarious Experiences

Seeing another person or other people successfully completing a task raises self-efficacy, but they have to be 'valued examples'. So, people similar to oneself, or esteemed Experts by Experience, can increase confidence. Seeing people very different from oneself does not have the same effect. This benefit may lie behind some of the good results achieved in carefully designed group job-search activities.

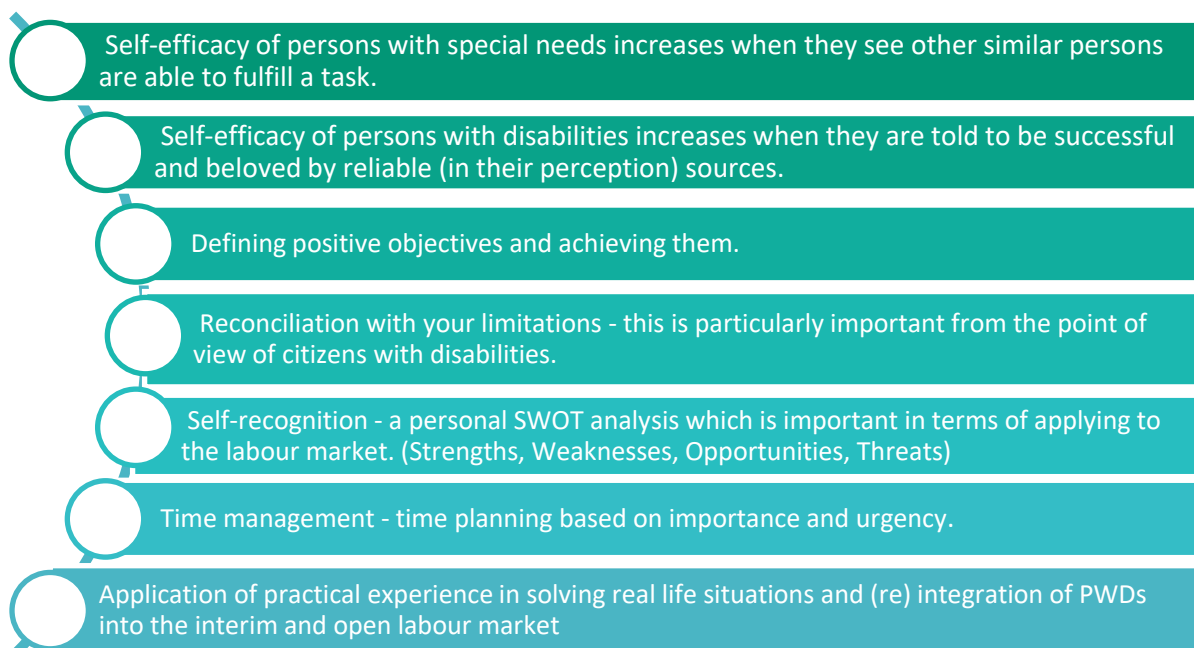
3. Social Persuasion

People can also be persuaded to believe they are able to succeed. Getting positive feedback from Experts by Experience contributes to their belief, provided the feedback is genuine and prompt and focused on behavior.

4. Physical and Emotional States

Moods, emotions and personal feelings aroused by situations are important in self-efficacy. But it is less the power of the emotion, than the perception of it and its importance to the client that is influential. Some people are driven to succeed by their feelings of (say) stress, while others are led to fear of failure. But learning to control emotional responses, as happens for example in preparing for the stress of interviews, **improves self-efficacy and performance.**

Methods for developing PWDs' Self-efficacy of clients with disabilities:



6.4. Career development plan for a client with disabilities

Before the development of a career development plan, the Expert by Experience will inform the client of all the conditions for providing the counselling. The Expert by Experience already at this stage has to:

- Know your client's expectations,
- Have a working hypothesis together formulated and
- Counselling objectives.

Together, they will agree on objectives, rules, principles, and also on forms and methods of counselling, the course of the counselling process, the length, the number of meetings, the expected content, and way how it will be completed.

The career development plan should take the form of written material, because only in written form the client can whenever return, compare, confront the achieved objectives, control the fulfilment of the indicated tasks.

Developing an effective Career development plan for a client with disabilities requires a strong understanding of a number of key issues, including:

- ✚ Summary of the individual assessment, including relevant profiling results;
- ✚ Goals (or objectives);
- ✚ The current employment picture for persons with a disability, and its relationship with literacy, poverty and broader economic and labor market trends;
- ✚ The policies and programs that we already have to promote employment opportunities;
- ✚ The current problems and barriers faced by people as they try to prepare for and enter the workforce, and what needs to change;
- ✚ Knowledge of some current best practices in the field of training and employment for persons with a disability; and
- ✚ Government and society's responsibilities arising from human rights treaties and legislation and from existing policy commitments.

A comprehensive Career development plan for a client with disabilities;

- Clearly characterizes the baseline situation of the client
- Shows to the client his career prognosis with the determination of his / her career objective
- Names the partial objectives
- Names the most important steps to achieve objective as well as small steps to meet the partial objectives
- Determines the time course of each step implementation
- Is looking for and names possible risks and obstacles on the way to the objective and determines possibilities of their prevention or solution
- Points to obstacles that cannot be affected and focus on those which the client can influence

- Determines a way of evaluation and monitoring the fulfilment of the client's partial objectives and client progress
- Gives the possibility of a revision with a distance of certain time period

Career development planning steps

Step 1: Choosing a facilitator

Parents and families can begin the process of person-centered planning for their son or daughter with a disability by choosing a facilitator. A facilitator needs to be a good listener, work creatively to shape the dreams of the individual, discover the capacities within the individual and within the community, and be a community builder.

A facilitator can be a family member, school staff member, a service provider, or a consultant. It is helpful if facilitators have previous experience or training on conducting person-centered planning. Facilitator training is offered in many states through school districts or other publicly funded programs.

Step 2: Designing the planning process

An initial meeting to develop the personal profile usually occurs several days before the planning meeting so the participants have time to reflect on what is shared. The meeting takes about two hours.

Parents/families and the person with a disability will:

- ✿ Identify a date and time for the initial meeting and other follow-up meetings.
- ✿ Determine the place that will be the most convenient for everyone, especially the person with a disability.
- ✿ Discuss strategies that increase the participation of the focus person, the person with a disability.
- ✿ Decide who will take a lead in gathering information during the meeting and what person-centered process will be used.
- ✿ Develop a history or personal life story or profile of the focus person by everyone sharing past events in the person's life. The focus person's parents and family may share the largest amount of this information. Critical events, medical issues, major developments, important relationships, and more may be shared.
- ✿ Describe the quality of the focus person's life by exploring the following: community participation, community presence, choices/rights, respect, and competence.
- ✿ Describe the personal preferences of the focus person. Include both likes and dislikes to get a complete picture.
- ✿ Send invitees the personal profile.

Step 3: Holding the meeting: Implementing the person-centered planning process

- Review the personal profile and make additional comments and observations.
- Identify ongoing events that are likely to affect the focus person's life such as conditions that promote or threaten health.
- Share visions for the future. Through brainstorming, imagine ways to increase opportunities.
- Identify obstacles and opportunities that give the vision a real-life context.
- Identify strategies and action steps for implementing the vision.
- Create an action plan. Action plans identify what is to be done, who will do it, when the action will happen, and when you will meet again. Identify action steps that can be completed within a short time.

Step 4: Planning and strategizing at the follow-up meetings

Work the action plan. Implementing the plan can require persistence, problem solving, and creativity. Periodically bring the team together again to discuss what parts of the plan are working and what parts are not. Once more, identify what is to be done, who will do it, when the action will happen, and when you will meet again.

Make sure that at each follow-up meeting the team:

- ◆ Establishes the time and place of the follow-up meeting;
- ◆ Establishes the list of participants;
- ◆ Lists all activities that occurred in the past;
- ◆ Lists all of the barriers/challenges that occurred;
- ◆ Brainstorms new ideas and strategies for the future;
- ◆ Sets priorities for the next agreed upon time period (6 months/12 months);
- ◆ Establishes renewed commitment by those participating;
- ◆ Lists five to ten concrete steps for each person to follow;
- ◆ Establishes the next meeting time; and
- ◆ Always celebrates the successes.

The Individual career development plan will be your main source to follow when developing skills and knowledge of a PWD and enhance his/her integration to society and economic life. So, it is the main media of supporting him/her.

7. Group counselling

7.1. Group counselling in work of Expert by Experience

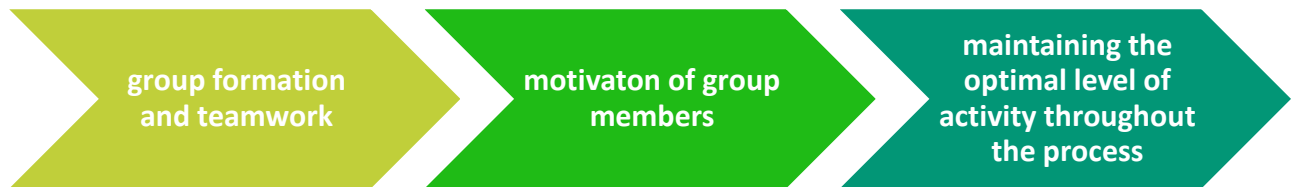
Another form of advisory service Experts by Experience offer to unemployed persons with disabilities is **group counselling**. The benefits of group counselling for persons with disabilities include gaining new experience and social skills in different model situations. Group counselling is based on group dynamics, active social learning and obtaining knowledge and practical skills by personal experience, feedback and hands-on experiences.

Compared with individual counselling, group counselling has the following advantages **for both the participants and experts by experience (counsellor /lecturer)**:

Members of the group motivate each other	•the newly-created relationships increase the motivation of participants
Opportunity to learn from each other	•the exchange of experience extends the horizon of individual members of the group
Opportunity to help other members of the group and also receive help from them	•the participants can give each other tips, suggestions and advice which they are more willing to accept from somebody in a similar social situation than from the expert by experience
Counseling groups represent a "miniature social setting"	•the clients can learn new forms of behavior as well as practice them in a safe environment similar to real-world environment
Enable working with several participants at the same	•efficient in terms of time and cost
Create positive environment for working with an expert by experience	•gives the participants the feeling that they are not alone with their concerns, requirements and needs and, makes it possible to see that others can be in a similar or same situation, which makes them feel connected

A disadvantage of group counselling may be that despite the similar life-situations, the group may include individuals with different presumptions and expectations. Therefore, the success of group

counselling largely depends on the professionalism of the Expert by Experience, who also plays the role of a lecturer in this process. In addition to the usual requirements for a professional counsellor (expert by experience), experts by experience shall also meet the basic requirements for a lecturer and combine the two in an appropriate way. The following skills of experts by experience play a crucial role in group counselling:



The qualities of an Expert by Experience i.e. personal, methodological, social competences are particularly important for the good management of group work. Managing group work requires the counsellor to use different communication skills than in the case of individual counselling. The requirements concerning the expertise of the counsellor also play an important role, e.g. knowledge of the market in terms of demanded skills and competencies, the availability of educational institutions and programmes, situation of the labour force, but also the ability to draft and edit documents.

The task of the counsellor (expert by experience) is not to “teach” in the true sense of the word, but to mediate and practice the knowledge and skills, correct and specify them and steer the processes in the right direction by means of a clear and comprehensible communication. It is always recommended to combine group counselling with individual counselling.

In organizing group counselling it is important to follow the process consisting of a needs assessment through planning and implementation to evaluation. Otherwise it would not be clear what are the needs of the participants and whether they are met.

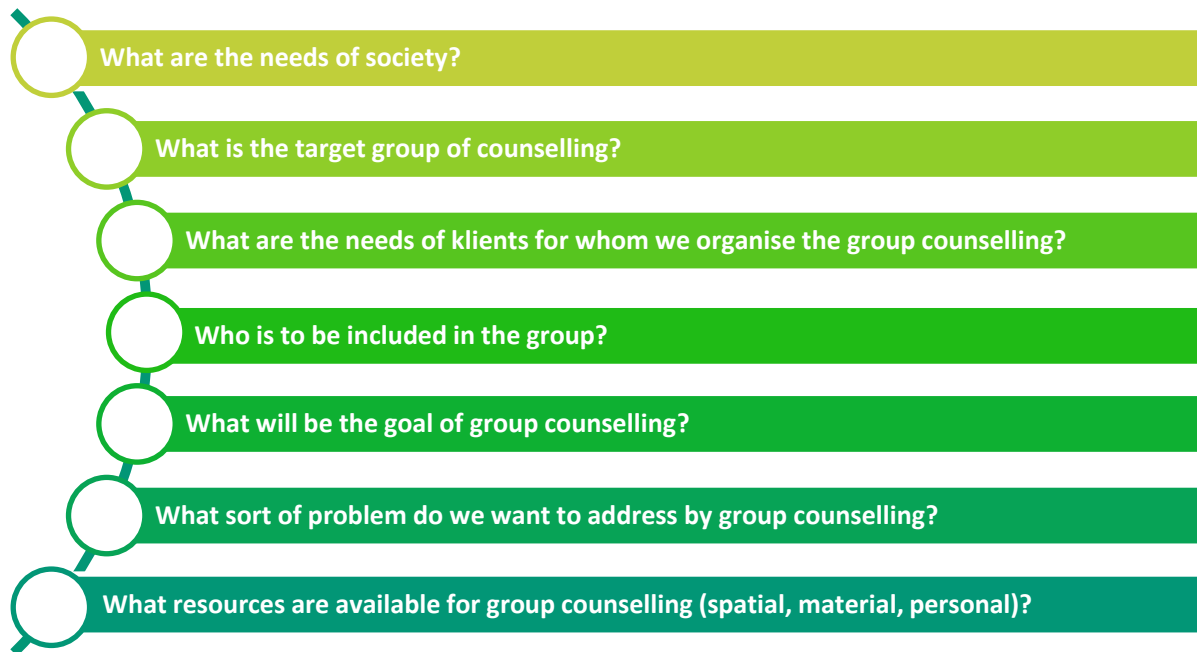
Group counselling provided by experts by experience to persons with disabilities can be divided into three stages that are described below:



7.2. Preparation of group counselling

Learning needs analysis

Prior to engaging in group counselling it is necessary to assess the needs of the participants, i.e. to answer the following questions:



Addressing these issues is very important, in particular when we are planning a group counselling with persons with disabilities, because counselling has to be built upon the assessment of their needs. There are several needs assessment techniques, e.g. a questionnaire, observation of real-world situation or an interview.

Creating a group

In practice that means to decide on the size and composition of the group as well as on the criteria for selecting participants. We select clients to be included in the counselling program according to the set objectives of the counselling program, i.e. what we want to achieve by the counselling activity. In case of persons with disabilities it is necessary to consider the type and degree of disability.

Low number of participants	High number of participants	Optimal number of participants (10-15)
<ul style="list-style-type: none"> •group dynamics is hampered, •exercises do not have proper efficiency, •communication falters, •less ideas are born, •less creativity, •insufficient feedback from the participants 	<ul style="list-style-type: none"> •not everyone is given the opportunity to speak and express themselves (due to time constraints), •limited space, •limited possibility to meet individual needs, •the trainer's (counsellor's) position is rather difficult - cannot always respond, 	<ul style="list-style-type: none"> •it is assumed that the individual needs will be met, •allows time to be spent with individuals and to address their needs, •plenty of incentives within the group, •creative atmosphere within the group, •many ideas are born, •higher efficiency

Preparation of the Expert by Experience, preparation of the scope of group counselling

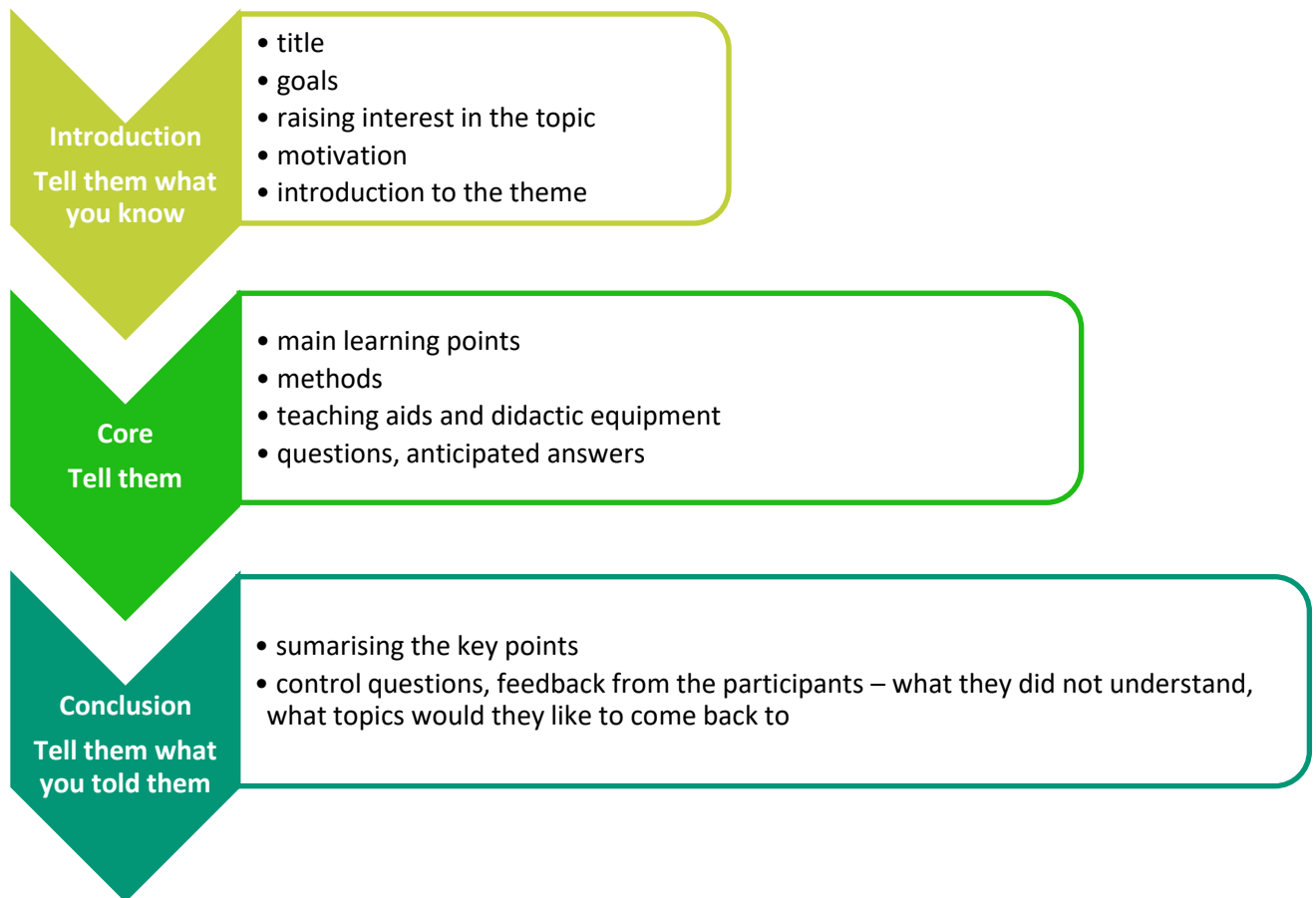
Preparation of the Expert by Experience

A comprehensive and detailed written preparation can guarantee up to 90 % of success. The better the expert by experience is prepared, the easier the work will be. The trainer will appear more confident and professional and it will make easier to respond to changes, or improvise, if necessary.

Preparation of the scope of the group counselling

When preparing the scope of the group counselling, it is necessary to define several key points and to logically link the most important ideas. The key points have to be repeatedly emphasized, especially because the human brain tends to better remember information after being repeated at least 3 times. Tholtová et al. (2014) recommends applying the following principle of 3 Ts:

Tell them what you are going to tell them – Tell them – Tell them what you told them



7.3. Implementation and evaluation of group counselling

The group work consists of three phases: the introductory phase, the core of work and the concluding phase.

In the introductory phase the participants get ready to receive new information. The aim is to create an appropriate atmosphere, to win the attention of the participants and to establish a working relationship with them.

Regardless of the length of group counselling (4 hours or several days), the introductory phase always consists of the following parts:



Establishing group rules

The result of the introductory part is the **agreement upon the group rules**. The rules should be put/hung in a visible place to make sure all participants can see them throughout the entire group activity.



The group rules should be adopted together with the participants upon a group consensus. The group may agree upon the length of the activity, length of breaks, on the way they address each other, on the use of mobile phones, respect for each other, non-disclosure of confidential/personal information and adherence to the time-schedule of the program.

In practice, the following rules have proved to be most useful:

- Addressing each other by their first names, use of name tags visible to others
- Punctuality, keeping the schedule including the rest periods
- Avoid speaking in general terms, in the 3rd person. Speak for yourself, express your opinion in the 1st person (I-form).
- Everyone has the right to have an opinion, even if the others disagree with it (do not interrupt each other while talking)
- Every opinion can enrich the group, do not separate from the group.
- Each participant has the right not participate in an activity or refuse to comment on a topic without the need to justify the reason why they do not express their opinion or participate in an activity;
- Everyone can decide what/how much to disclose to others!
- Mobile phones shall be put to silent mode.
- Please respect each other!
- Non-disclosure of personal information outside the group
- Penalties for violating the rules (being late) can be a nice form of apology to the rest of the group and may take a form of e.g. a squat, joke, a poem or song, while the participant can decide what/how many to do.
- The trainer (counsellor, expert by experience) has the last word.

Working phase

Within the working phase the counsellor discusses more profound themes and actively engages the participants. The activities are usually divided into several days. It is therefore important to understand that each day has its introductory part, when the counsellor figures out the atmosphere within the group, the readiness to work, the participants' satisfaction on the given day. Together with the participants they present the logical correlation of the information provided each day. Every day has to have a conclusion, which allows the participants to share their insights, e.g. what did they find most interesting and why, and allows the trainer to wind down/close down a teaching unit and operatively assess the satisfaction with the course of the given day, e.g. by selecting an emoticon.

The counsellor (expert by experience) continually monitors the effectiveness of the group's work during implementation. "Effectiveness" means a well-functioning, active and lively group and create the precondition for the satisfaction of its members. The basic prerequisite for meeting the objectives of the group is to meet their personal (individual) objectives, which are related to the target of the group.

Final phase

Once the overall program has been completed, sufficient time to complete the group activity should be maintained to wind-down the general atmosphere in the group. If the duration of the individual activities is not properly estimated, or the course of group work is not adequately coordinated, the

trainer may not have enough time for this part of the work, which could have an adverse effect to overall impression of the participants and, of course, the evaluation.

According to Miklovič (2013), the goal of the final phase is to repeat the key points again and to leave an emotional trace/footprint. The conclusion can be divided into the following sections:

Participant's summary of key points	<ul style="list-style-type: none"> • what they liked most and what they learned
Leaving an emotional trace/footprint	<ul style="list-style-type: none"> • to close the event by telling a story or a quote with a background music • screening a video
Thank you to the participants	<ul style="list-style-type: none"> • highlight the uniqueness of the group, its qualities most appreciated by the trainer, what the trainer learnt from the group what moved him forward
Evaluation of the group counselling activity	mapping participants' satisfaction with the program and surveying their improvement in the field of knowledge, skills or change of the attitudes (e.g. questionnaire)

7.4. Group dynamics, group consistency and group development

Group dynamics is a summary of processes going on in social groups during their formation and existence. It is the result of the interaction of individuals in a group situation. Group dynamics is composed of many elements that interact with each other and develop. The basic elements of the group dynamics are the following:

Objectives and standards - where are we heading together, what ways and processes we want to apply to achieve our goals

Leadership and management, motivation and stimulation – the way to apply the standards

Type of communication - mutual influence of group members, rules of communication between members of the group

Subgroups – a natural feature of the group of 4-5 members is its division to subgroups. Important thing is to observe to what extent the subgroups identify with the standards and objectives of the large group. Subgroups may have a positive (enrich other participants with their knowledge, experience) as well as negative impact (rivalry, hampering activities) on the entire group. The trainer's positive approach to subgroups can be beneficial for the entire group.

Structure and identity of the group – the group may have a formal or informal structure. Experts by experience will most often meet formal groups, usually of heterogeneous composition (including participants of different age, gender, education, labour market situation, type of disability etc.).

Group roles and group positions - the status of a member within the group indicates the significance of his/her position within the group, subject to social attractiveness and personal prestige. Social roles represent the expectations of the group towards a member and the fulfilment of their expectations. This is how a member of the group engages in cooperation with other members of the group depending on the type of personality and preferences the team members have.

M. Belbin defined the following 9 Team Roles:

- Thinker
- Resource Investigator
- Coordinator
- Shaper
- Evaluator
- Team worker
- Implementer
- Completer
- Specialist

None of us is restricted to fulfil one and single role. We all hold secondary roles as well, that might be less important, but each of us can hold up to three secondary roles (Mikulášik, 2003, p. 194). The roles are complementary and certain combinations improve work efficacy.

Group development phase, group history - the group develops, undergoes certain development stages (shaping, storming - crystallization, standardization - creating group standards, optimal performance - active group work, adjourning - distribution, the process of forming, storming, standardizing, performing, adjourning)

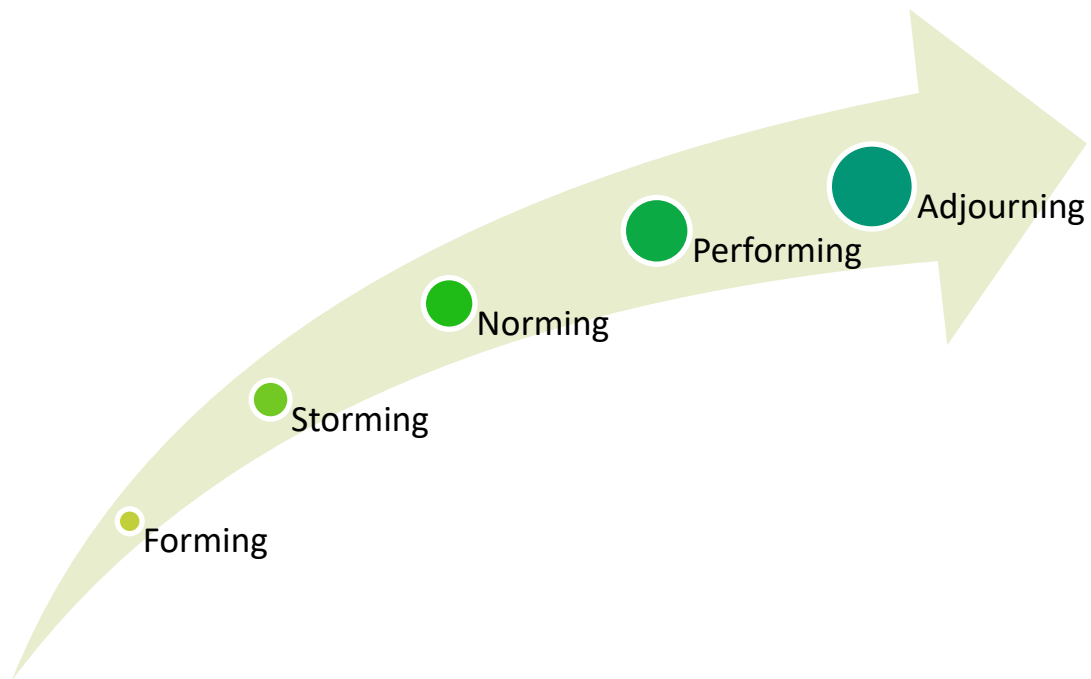
Atmosphere within the group – the atmosphere with the group is created by group members through their everyday interactions

Cohesion (cooperation) and tension (rivalry) - a natural feature of the groupwork is cooperation and rivalry. The competitive rivalry over constructive phenomena is considered as positive, and that over destructive phenomena as negative. Although cooperation is a positive indicator of the group dynamics, it is necessary to set some limits. The danger arises when one member of the group must repeatedly adapt to other members at his/her own expense (i.e. sacrifice).

Group management by the Expert by Experience in the specific phases of development

Achieving optimal performance of the group requires some effort from the expert by experience. To better understand the functioning of the group and the possible situations to be handled within the group, the model developed by psychologist B. W. Tuckman can be helpful. His model is based upon an assumption that each team goes through several more-or-less identical periods or stages, which have certain distinctive features.

Tuckman, Jesenová (1965, 1977) collectively identified and characterized those phases as follows:



Source: <http://www.projectman.cz/clanky/posts/105-faze-vyvoje-projektoveho-tymu-podle-tuckmana-cim-vsim-si-vas-tym-muze-po-svem-vzniku-projit>

Group management by the Expert by Experience in the specific phases of development

Phases	Signs of group dynamics	Recommendation
Phase 1 - First contact and orientation, arrival FORMING	<ul style="list-style-type: none"> - insecurity of group members, restraint behaviour, keeping distance, - trying to "put people in a box", - searching for valid standards, - signs of normal conduct, - lower level of assuming responsibility. 	<ul style="list-style-type: none"> - prepare a program with a clear and comprehensive structure, - allow "getting-to-know-each-other", - clarify their expectations and needs of the participants, - dispel fears, - agree upon group rules.
Phase 2 – Fight for power, control, fermentation STORMING	<ul style="list-style-type: none"> - members start to behave in a more personal way, - there are some efforts to gain influence and establish the positions, - criticism emerges, discussion of the leader's behaviour, fights for the status, - subgroups are formed, - there is a risk of members leaving the group. 	<ul style="list-style-type: none"> - do not hinder the rivalry for taking come positions, - define the framework for learning - specify the rules for mutual contact, - clarify your positions, - apply the working methods, which allow the members to demonstrate their strengths and focus on communication.
Phase 3 – Establishing group standards NORMING	<ul style="list-style-type: none"> - competitive rivalry recedes, - cooperation intensifies, - open communication starts, - exchange of ideas and opinions, clarification of needs start, - team members start accepting each other, relationships between team members start developing. 	<ul style="list-style-type: none"> - facilitate communication and collaboration, - allow for free development of individuals and the group, - shift the responsibility, - encourage mutual tolerance.
Phase 4 – Active groupwork PERFORMING	<ul style="list-style-type: none"> - the group is coherent, - works productively, - individuals identify with the group, accept each other, - increased willingness to give emerges, - the group predominantly manages itself. 	<ul style="list-style-type: none"> - transfer a part of leadership to the group, - give feedback to the members as well as to the group, - be open to the group process, - be aware of the strengths and weaknesses of the members, - allow for new experiences.
Phase 5 – Division, dissolution and departure ADJOURNING	<ul style="list-style-type: none"> - new restlessness in the group, - ambivalent mutual relations, - attempt to avoid breakup, - search for new groups. 	<ul style="list-style-type: none"> -show the possibilities for transfer, application of knowledge, abilities and skills, -evaluate and summarize the gained experience, - envisage future perspectives, - reflect on the happenings within the group, - foster positive memories.

7. 5. How to deal with problematic types of participants

Types of participants	Characteristics	Causes	Recommendations for the expert by experience
Sceptic	Constantly skeptical, which can have a negative effect on group dynamics.	<ul style="list-style-type: none"> - has already experienced many new ideas that have disappeared, - many of them were his/her own ideas, - is afraid of failing, fears new things. 	<ul style="list-style-type: none"> - gradually convince him/her that it works and it's worth trying it - find out the reason of his/her skepticism - suggest postponing any judgement saying that we cannot claim something wouldn't work until we try it.
Talkative Zealous Disturbing	Monopolizes, i.e. taking up the entire time talking about their experiences.	<ul style="list-style-type: none"> - they are insecure, try to prove themselves to the group as well as to the tutor, - seek consent, show interest in the topic, - wish to be accepted by the group, actively engage in and maintain conversations. 	<ul style="list-style-type: none"> - say thank you, I agree with you and redirect it ("Yes, that's right, does anyone else have a different view?"), - confirm that you understand what s/he is saying and then continue ("So you're saying that... And now we will continue... "), - talk to him/her over the break, - assign him/her specific tasks within the group.
Shy	Sits outside the group, does not engage very much, stays silent.	<ul style="list-style-type: none"> - is afraid of being ridiculed, - lack of motivation may be the problem, - it is more convenient just to sit and listen. 	<ul style="list-style-type: none"> - try to find the reason, - in case of insecurity build confidence, - in case of low motivation explain the importance of the given topic to him/her, - if s/he has difficulties with expression, give closed-end questions, - accept the fact that some people prefer learning by listening.
Critical	Some level of criticism may be refreshing. However, if s/he uses every discussion to complain, his/her negative behavior can affect the rest of the group and undermine its enthusiasm.	<ul style="list-style-type: none"> - conceals his/her insecurity and makes others responsible for it, - his/her goal is not to change things, s/he must make sure that others have the same feelings and opinions as s/he does. 	<ul style="list-style-type: none"> - don't let him/her discuss anything but the topic or let him/her explain (from time to time) what is the problem and how would s/he deal with it. - talk to him/her over the break. - in case of insecurity build confidence, - in case of low motivation demonstrate the importance of the topic to him/her,
Conspirators	The two of them are separate and apart from others, they need to join forces and are disrespectful to others.	<ul style="list-style-type: none"> - clarify the things that they did not understand, - lack of motivation, - disagree with what the tutor says. 	<ul style="list-style-type: none"> - explain the ambiguities, - if his/her behavior do not disturb the group, ignore it, - interrupt the lesson and look at him/her, - say his/her name and ask him/her not to disturb the group and you,

			- acknowledge that s/he has something important to say and tell him/her that you are going to take a break soon.
Joker Easygoing	Having a little fun is good, it helps to ease the tension and facilitates friendships. But if there is too much of it, it can hinder group effectiveness.	- want to be the center of attention, to be accepted by the group.	- take precautionary measures, shift all the stories and jokes to the break, - take advantage of the pressure of the group to make him/her stop disturbing, - tell him/he openly that his/her behavior disturbs you.

8. Partner networks of Expert by Experience – Multidisciplinary Team

8.1. What is multidisciplinary teamwork?

A multidisciplinary team is a group of workers from different professional backgrounds or work disciplines that **collaborate on specific issues** or on an **ongoing basis**. This type of work team is common in an office setting because of its value in discussing problems or challenges with varied perspectives. The Expert by experience is a „mediator“ between professionals and people with disabilities, as she/he is a trained specialist, but who „walks in the shoes“ of people with disabilities.

Multidisciplinarity
Several disciplines or professionals work in parallel
Complementarity between disciplines and professionals: neither can only answer to the whole problem
Institutional identity
Few interactions between professionals
Families receive information from various professionals separately

According to Junor, Hole & Gillis (1994) multidisciplinary team working is known to “maximise effectiveness”.

Teams need to have **shared goals and values**, need to **understand and respect** the competencies of other team members, need **to learn from other disciplines** and **respect their different views and perspectives**. Individual team members may need to **reassess exclusive claims** to specialist knowledge and authority in order **to form effective multidisciplinary teams** which can provide the best possible care to the individual service user.

“a group of people with complementary skills who are committed to a common purpose, performance goals, and approach, for which they hold themselves mutually accountable.”



Teamwork Basics

Teamwork is common in many companies. Companies with a work team structure recognize the value in having multiple perspectives and voices sharing in decision-making and problem-solving. While teams may take longer in some cases to come to resolutions, they **tend to generate ideas and broader perspectives**. Some work teams function within the same department, function or discipline, while others are cross-functional social work, and the **Expert by Experience together with professionals from various disciplines may collaborate to help clients get the best help in finding assistance programs and community support**.

Benefits

The basic premise of a multidisciplinary team is to get different vantage points on a situation or problem. A hiring committee often includes professionals who have backgrounds that cause them to interact in different ways with the new hire. **This setup allows each professional to share his opinion and perspective and learn about those of others. Similarly, other types of multidisciplinary teams can discuss the various positive and negative ways in which decisions or activities affect each department or professional within an organization.**

Drawbacks

A key concern with multidisciplinary teams is they can significantly delay decisions. Teams take time to discuss ideas, but with multidisciplinary teams, you normally have more perspectives and potential points of conflict. Some employees may feel uncomfortable being assigned to a team with professionals outside the normal scope of people with whom they work. You have to weigh the potential improvements in discussion and decisions against the increased time involvement. The Expert by experience has to know his/her own strengths and weaknesses as well as the other team members in order to collaborate efficiently, problem-solving-centered, to avoid interpersonal conflict.

Factors/barriers
The concerns of others groups having lower priority
Use of a particular vocabulary → create problems of communication.
They work for different agencies which are funded in different ways and have different priorities
Tensions because of differences in perceived status, management arrangements or workload.
Code of confidentiality → difficult to share records or information

There are barriers to multidisciplinary working which are not as easily articulated, such as professional rivalry and mistrust, lack of support for team working from key professionals and mental health managers/administrators, confidentiality issues, increased risk, lack of knowledge of what other professionals do and what unique skills they have to offer. Lack of training in team working is also a significant barrier to effective teams. All professions are educated and trained separately, at both undergraduate and pregraduate level.

8.2. Elements of Teamwork in the Workplace

The Expert by experience has to work hard to hire the best possible talent. Has to develop people when it is appropriate, endeavour to lead by example and diligently work to create a positive corporate culture. **All this has to be done because you know putting the energy into your team yields positive business results. Look at your team to see if there are elements of teamwork occurring and where you can add some team-building exercises to create an even better group.**

Effective multi-disciplinary team
<i>A distinctive discipline-based knowledge base:</i>
Being confident in one's area of expertise without being arrogant
Being clear about the rationale, the scope, the boundaries and the limitations of one's own knowledge base
<i>Skills for collaboration:</i>
Partnership
Negotiating
Networking
Communicating
Reframing
Confronting
Flexibility
<i>Values</i>
Client-counterdness
Respect for colleagues and for service users
Openness

Open and Respectful Communication

Open and respectful communication is a key element of great teamwork. In positive team environments, people express ideas, opinions and even problems to other workers without ego or criticism. Teams understand that information must be passed within the organization to accomplish the overall goals.

Leaders can see this element in simple actions, like co-workers letting each other know about availability or schedule changes immediately. It is even more evident in collaborative situations where brainstorming happens. Co-workers listen and respect the diverse and varying opinions of others, patiently wait to have a turn and contribute with the confidence that their ideas are valued.

Effective Conflict Resolution

A group is dynamic; problems naturally occur, and things change. If the Expert by experience as a team member is aware of a customer issue for a client of another team member, approaching that team member in a respectful way and clearly expressing the situation avoids an escalation of the issue. When conflict arises, and teamwork is prevalent, no one employee feels alone in resolving a problem. The team is there with experience and insights that help resolve issues faster.

It could be that a customer's issue is with the service department. Rather than pointing fingers, or playing the blame game, a good teamwork approach any problem as the team's problem and work together toward the collective resolution.

Responsible Actions

An element of effective teamwork is having clearly defined roles on the team. A basketball team has players on the court with specific job duties and court positioning. Players know their roles and don't just flock to the ball. The same is true in an office environment. Establishing great teamwork means managers have taken the time to define each employee's role and to further explain how the team functions together.

It's not just about who reports to whom. It's about how different departments work together, or why. Everyone on the team knows their role and how it fits into the overall objective. When this happens, people take responsibility and ownership for their roles and job duties.

Co-worker Encouragement

Teamwork doesn't undermine the person sitting next to you. A core element of teamwork is building up those on the team, because when one person succeeds, everyone is closer to success. If one person struggles, it can bring the whole team down. Elements of encouragement include celebrating successes, offering assistance to those struggling and keeping each other on track to hit target goals.

For example, the expert by experienced team member might recognize that a newer employee is struggling to process orders quickly and properly. The result is a slowdown in efficiency, customer frustration and extra work in the fulfillment center to fix the mistakes. Rather than criticize the person for making everyone's life more difficult, the expert team member could offer to sit down and review the process. This helps the entire team to succeed.

8.3. The Characteristics of Effective Teamwork

The objectives and goals are to be understood, accepted and shared by all stakeholders
Each member must understand the role, duties and responsibilities of other team members
Mutual respect of these roles
Effective mechanisms of communication and decision-making must be established and periodically re-evaluated

Sense of Purpose

A person-centred system is described as one which “identifies and responds to the needs of the individual, is planned and delivered in a coordinated way, and helps individuals to participate in decision making to improve their performance”.

Teamwork is characterized by having a united sense of purpose to achieve a clear, specific goal that all members believe is important to attain. A team can be assigned to carry out a specific project, such as seeking ways to improve profitability in a small business. A team could also be assembled to establish a budget or find the right candidate for a job opening. Choose team members that you know will be committed to this particular goal, and that will work well together. This doesn't mean they can't disagree, but that they will put aside their differences for the good of the team and their goal.

Consistent Competency

All teams should consist of members who are capable of contributing to the achievement of the goal based on their level of knowledge or expertise. If a team is assigned the task of development of an expense budget, but one or more of the members has little or no budgeting experience, the whole team will suffer as a result. That doesn't mean that all team members should have the same skills. In fact, that could be counterproductive (competing with each other), as they might begin to fight for their skills to be the dominant ones used. The ideal team will have members who are each competent in the subject matter, but with different strong skills to contribute to the project as a whole.

Cooperative Spirit

A successful team contains a spirit of cooperation. All members need to work together to achieve the specific goal. This can be difficult, especially if some members possess strong personalities or are highly opinionated. Successful teams tend to have strong leaders who can keep everybody on the same page while keeping the petty bickering to a minimum. A strong leader isn't the same thing as being a star player who works better alone. Instead, he takes the lead subtly, making sure everyone is on board with the goal and everyone knows their role and next steps.

Playing by the Rules

Teams should also have a set of rules that determines its operating procedures. These rules help to keep the team on track and eliminate ambiguities. For example, a team might have a rule that all team members must agree on a decision before it can be implemented. This would require that the team

deliberate, much in the way of a trial jury, until a consensus is reached. Of course, that means everyone on the team has to agree to the rules beforehand, too; they can't be imposed by one person simply because she works well that way.

8.4. Core competencies in multidisciplinary teamwork

A capability model

The skills required by the core members of the multidisciplinary team are variously described as “capabilities” and “competencies” (Clarke, 2004). Each individual on a multidisciplinary team brings to their work the skills associated with their particular profession or discipline. These are the skills that are in evidence in their work on the team and with individual service users. Their competence in these skills will vary according to their experience, their qualifications and the work involved in obtaining their qualifications (i.e. the amount of practical, hands-on training they had).

Each individual on a multidisciplinary team also brings with them their own attitudes and values which can have a significant bearing on their knowledge, behaviour and skills. Finally, each team member is a unique individual with their own interpersonal skills, strengths and weaknesses.

It is these elements of the individual which may in fact have the greatest influence on how they function as team members. It is relatively easy to list the type of skills needed to work as a multidisciplinary team member, it is more difficult to determine the interpersonal skills and characteristics that make a good team member.

Capability extends the concept of competency to include the ability to apply the necessary knowledge, skills and attitudes to a range of complex and changing settings. Thus the emphasis in this model is on effective and reflective practice. This requires an underpinning set of values, attitudes and knowledge in addition to their competencies, to be truly effective team workers.

Capability acquired for the Expert by Experience to have includes:

- a performance component which identifies ‘what people need to possess’ and ‘what they need to achieve’ in the workplace
- an ethical component that is concerned with integrating a knowledge of culture, values and social awareness into professional practice
- a component that emphasises reflective practice in action
- the capability to effectively implement evidence-based interventions in the service configurations of a modern mental health service,
- and a commitment to working with new models of professional education and responsibility for lifelong learning.

Core skills, knowledge and attitudes for multidisciplinary working

This concept of capability is combined here with a detailed description of competencies.

Competencies are listed in the areas of:

- assessment
- treatment and care management
- collaborative working
- management and administration
- interpersonal skills.



It is important to note that the different training of the disciplines means they look at the individual in different ways – each valid but each only part of the picture of a whole person.

For example, the unique skill of an occupational therapist is using purposeful activity as a therapeutic tool with an individual with a mental health problem. Their ability to design programmes to achieve this is unique to occupational therapists because they view the individual from this particular perspective. Similarly, the unique skill of a social worker is to take, as their primary perspective, a view of the individual in the context of their personal, family, cultural, and socio-economic circumstances, and to propose and carry out interventions in that context.



Not all professionals on the team have the same level of skill and experience. The interpersonal characteristics that each individual brings to the team are key. The level of skill in areas such as assessment and different interventions can be developed over time, but if an individual at some core level, does not believe in team working, no amount of training in therapies will make them an effective multidisciplinary team member.


The main role of the expert by experience in the teamworking is:

- ❖ providing expertise by his/her own experience
- ❖ being empathic
- ❖ and providing insight for the betterment of their fellow users
- ❖ articulating their experiences and bringing this knowledge to bear constructively onto the system. It is in this context that it becomes a matter of critical inclusive debate that users play an important role in service delivery and in the operation of multi-disciplinary health teams
- ❖ using practical- based learning, by peer supporting, or by Mediated Learning Experience method

- ❖ linking patients and family members with needed resources, following up to ensure that effective connections have been made
- ❖ supporting patients in considering and accessing complementary and alternative services designed to support health and wellness.
- ❖ Promoting diversity among the providers working in inter-professional teams.

Practical tips for the Expert by experience and professionals:

- Always introduce yourself to the team
- Clarify your role
- Use objective (not subjective) language
- Learn and use people's names
- Be assertive when required
- Read back/close the communication loop
- State the obvious to avoid assumptions
- Ask questions, check and clarify
- Delegate tasks to specific people, not to the air
- If something doesn't make sense, find out the other person's perspective
- Always do a team briefing before starting a team activity and a debrief afterwards
- When in conflict, concentrate on "what" is right for the patient, not "who" is right/wrong?
- And remember: "Teamwork doesn't just happen". It requires:



 - An understanding of the characteristics of successful teams
 - Knowledge of how teams function and of ways to maintain effective teams.

9. Information on the Labour Market

9.1. Information on the Labour Market in Slovakia

9.1.1. The most important current Slovakian laws and documents serving the interests of people with disabilities

Constitution of the Slovak Republic

The Constitution of the Slovak Republic in the Article 26 par. 1 guarantees freedom of expression and the right to access to information. The legislation of the Slovak Republic acknowledges that persons with disabilities have the right to recognition as persons before the law.

Act No. 461/2003 Coll. on Social Insurance

In the Slovak Republic, specific rights of persons with disabilities in the field of social insurance are exercised in the form of providing disability pensions due to their decreased earning capacity.

Act No. 580/2004 Coll. on Health Insurance

Special rights of persons with disabilities in the field of health insurance are implemented so that health insurance payments are made by the State on behalf of persons with disabilities, and, in the case they are employed, they pay lower insurance rates.

Act No. 447/2008 Coll. on Financial contributions to compensate for the social consequences of severe disability

Based on individual assessment of the needs, a natural person with severe disability may receive cash benefits to compensate for the social consequences of severe disability, a license of a severely disabled person and a parking pass. The system of compensations for the social consequences of severe disability includes allowance for personal assistance.

Act No. 448/2008 Coll. on Social Services

Regional and local governments provide or ensure the provision of a wide range of **social services**, part of which is associated with unfavourable health conditions or disabilities. Services are provided based upon the assessment of dependence on help of another person pursuant to the Act No. 448/2008 Coll. on Social Services and on the Amendment of the Act No. 455/1991 Coll., on Trade Licencing (Trade Licensing Act) as amended by later regulations.

The Labour Code (Act No. 311/2001 Coll.)

The right of each employee to equal pay for work of equal value is specifically regulated in par. 119a of the **Labour Code**. This provision also fully applies to employees with disabilities. The Labor Code

also provides that an employer may give notice to an employee with health disability only with the prior consent of the relevant office of labour, social affairs and family.

Act No. 5/2004 Coll. on Employment services

According to the **Act on Employment Services**, everybody has the right to employment without any restrictions, in compliance with the principle of equal treatment in labour relations and similar legal regulation under the relevant laws. Under the Act on Employment Services, persons with disabilities are, due to their challenging situation in the labour market, included in the category of disadvantaged job-seekers and, therefore they are subject to special attention of public employment services. For this purpose, public employment services maintain a special register of persons with disabilities (e.g. special contributions to support their employment).

Act No. 211/2000 Coll. on Free Access to Information

The conditions, procedure and the scope of free access to information is regulated under the **Act No. 211/2000 Coll. on Free Access to Information** as amended, which guarantees the right of persons with disabilities to bi-directional communication with the public sector in accessible forms.

Act No. 365/2004 Coll. on Equal Treatment in Certain Areas and on protection against discrimination (Anti-Discrimination Act)

The anti-discrimination legislation was adopted with a goal to ensure that persons with disabilities have a legal capacity in all areas of life on an equal basis with others (e.g. to own or inherit property, to manage their own financial matters, to have equal access to bank loans, mortgages, to have the right not to be arbitrarily deprived of property).

The National Program for the Development of living conditions of persons with disabilities for the years 2014 – 2020

The first comprehensive programming document defining the national commitments towards persons with disabilities and their families within the conditions of the Slovak Republic was the *National Programme for the Development of Living Conditions for Citizens with Disabilities in all Areas of Life*. The document was approved by the Government of the Slovak Republic on June 27, 2001 and, its goal was to create equal opportunities and integrate persons with disabilities in the society.

In March 2012, the new Government in its Manifesto signed up to the commitment to create optimal conditions for the implementation of the *Convention on the Rights of Persons with Disabilities*. In the Slovak Republic, the *Convention* entered into force on June 25, 2010.

The new *National Programme* is an open document containing the fundamental goals for the period of 2014 – 2020. The national program is divided into the following areas:

	1. Raising awareness	
	2. Adequate standard of living and social protection	
	3. 3. Accessibility (environment, transport, information, services, goods ...)	
	4. Equal treatment, access to justice and protection from discrimination	
	5. Living independently and being included in the community, personal mobility	
	6. Respect for home and family	
	7. Education	
	8. Healthcare	
	9. Habilitation and rehabilitation	
	10. Employment	
	11. Participation in political and public life	
	12. Participation in cultural life, recreation, leisure and sport	
	13. Women with disabilities	
	14. Children with disabilities	
	15. Situations of risk and humanitarian emergencies	
	16. Coordination and Monitoring	
	17. Statistics, data collection and research	
	18. International cooperation	
	19. Publicity, monitoring and evaluation of program performance	

Source: The National Program for the Development of living conditions of persons with disabilities for the years 2014 – 2020

Active labour market measures for people with disabilities

9.1.2. Advisory and counselling services

Counselling services for people with disabilities can be carried out by

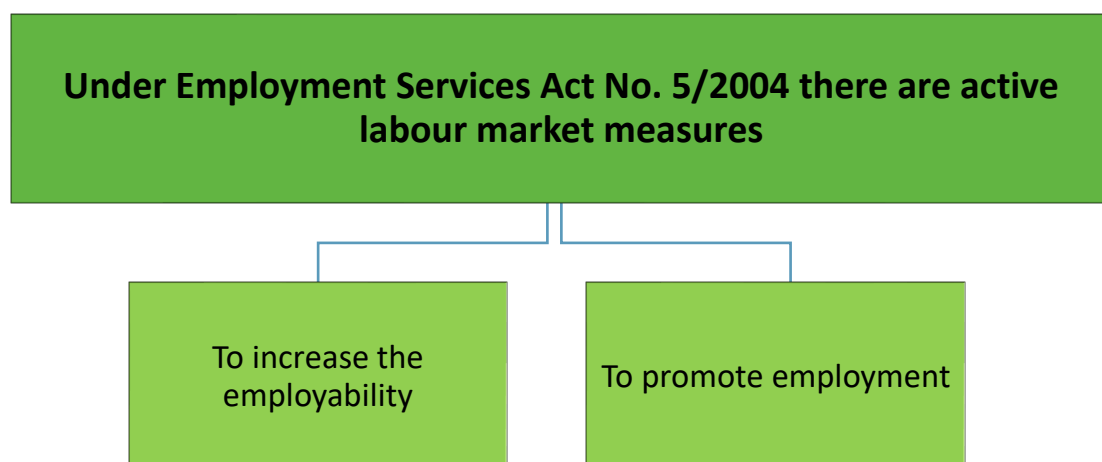


Non-State Employment Services - Supported Employment Agencies (SEA) provided direct assistance to long-term unemployed people and people with disabilities

- Of the authorization issued Central OLSAF
- Provide following services - counselling via the Internet, personal counselling, help mediate employment or initiate a trade, after escorting recruitment, projects
- Clients - the long-term unemployed, people with disabilities, employers

SEA is a legal entity or natural person providing services to people with disabilities, a long-term unemployed people and to employers focused at facilitating employment obtaining or maintaining employment, or facilitating employee obtaining from people with disabilities and long-term unemployed citizens.

State (Public) Employment Services – Office of Labour, Social Affairs and Family



Clients in smaller towns where non-governmental services are not established are mostly utilised by the services of labour offices.

The Labour Office provides information and advisory services to the citizens, job seekers, candidates as well as to employers.

The information and advisory services

The information and advisory services include services in the field of:

- career choices,
- finding or changing a job
- recruitment
- adaptation of employees in a new job position.

Information and advisory services are provided free of charge.

Under the Employment Services Act, Information and Advisory Services also include services aimed at providing information and professional advising in the field of:





Professional counselling services

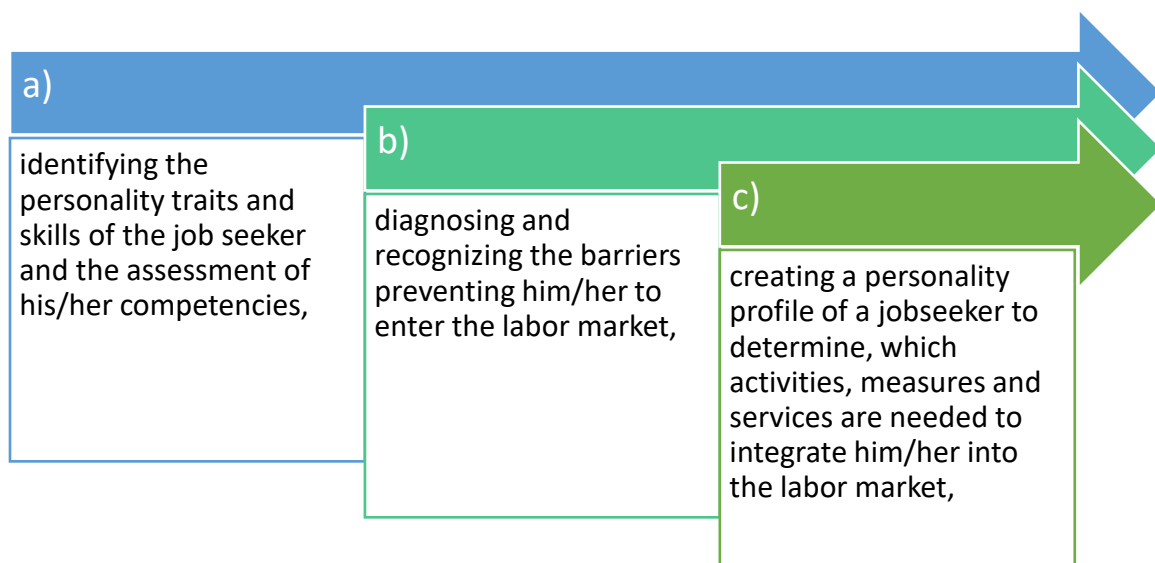
Professional Counselling Services are addressing



Professional counsellor must have the second level university degree (regardless of the type of university education, i.e. Professional Advisory Services can also be provided by a person having a technical degree).

The Labour Office, in collaboration with the disadvantaged jobseekers, can develop a personalised action plan to facilitate their success in the market.

An individual action plan is a written document which, based upon the activities and procedures aimed at

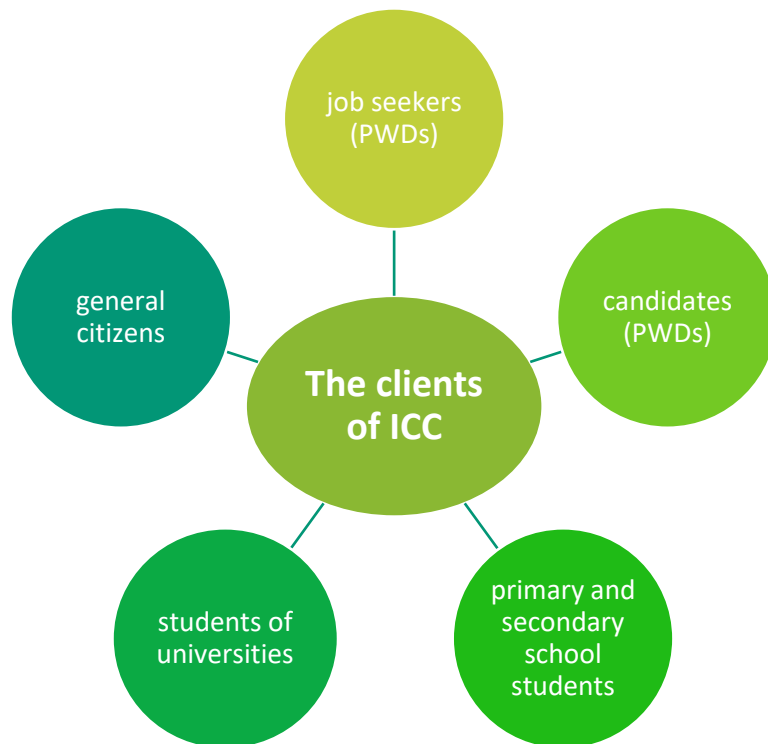


determines the measures, procedures and the time-schedule for the implementation the relevant measures aimed at increasing the possibilities of a disadvantaged job-seeker to find a job on the labor market.

The individual action plan is drawn up, evaluated and updated by a professional counsellor in cooperation with the disadvantaged job seeker. The individual action plan is binding for both, the concerned disadvantaged job-seeker and the Labor Office.

Information and Consulting Centre (ICC)

Information and Consulting Centre (ICC) is a facility of the Office of Labour, Social Affairs and Family with computers, internet and a printer available to the clients.

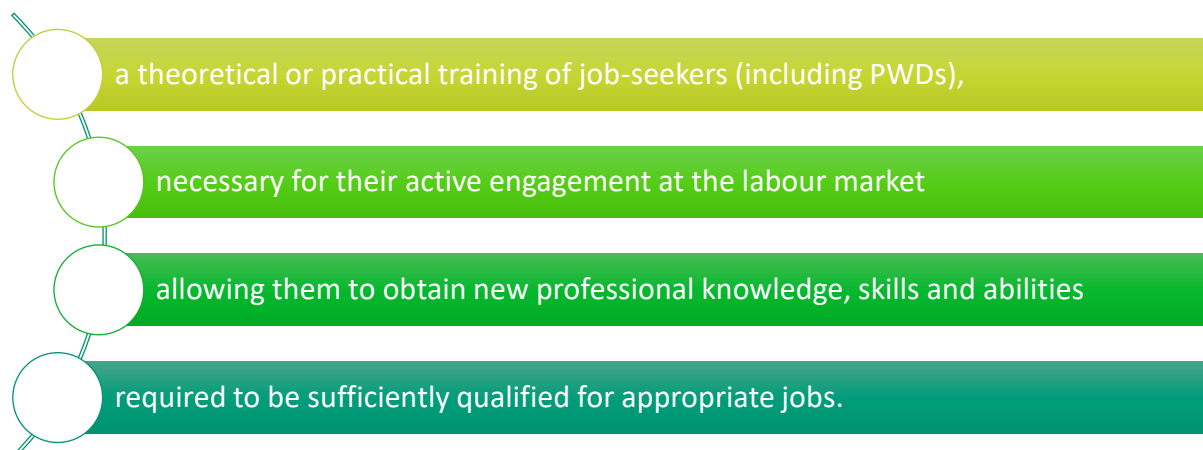


They can search for information using a self-service system. If needed, professional staff is available to help.

In addition to the above, regional, national and transnational projects are implemented to providing a comprehensive set of high-quality information and professional advisory services to the candidates and job seekers, focusing on individual approach with a view to increase their employability, employment rate and activation to facilitate their re(integration) to the labour market.

9.1.3. Education and training of job-seekers for the labour market

Education and training of job-seekers (including people with disabilities) for the labour market is, within the meaning of the Act No. 5/2004 Coll. on Employment Services,



Education within the meaning of the Act on Employment Services does not mean achieving a higher level of education.

Education facilitates

- the adaptation of the workforce to the needs of the labour market,
- extends the scope of learning opportunities for different categories of unemployed persons,
- improves their access to higher quality jobs.

The Labour Office can provide job-seekers training upon a written request based on the assessment of

- their competences,
- work expertise,
- professional skills,
- achieved degree of education and
- medical fitness for work,

in particular in the case of:

- lack of professional skills and competences,
- need to improve the knowledge and professional skills to meet the demand at the labour market and in the case of losing the ability to carry out the previous profession.

Jobseekers to improve their labour market situation can take advantage of free counselling services or participate in educational activities funded through the Office of Labour, Social Affairs and Family under the REPAS+ and KOMPAS+ programmes. Information on the possibilities for completing this training is provided by the Regional Offices of Labour, Social Affairs and Family and information is also available through the Central Office of Labour, Social Affairs and Family website.

Program REPAS+

Will allow the jobseeker (including people with disabilities) who has the problem of applying to the labour market

- to choose the type of working activity he / she wants to retrain and
- the retraining provider who has to complete the requalification.

It is an innovative form of education that allows the job seeker to retrain in the chosen field on the basis of labour market requirements.

Program KOMPAS+

Will enable the jobseeker (including people with disabilities)

- to strengthen key competencies focused on the preparation for the labour market applying within the Competency Course.

For KOMPAS+ purposes as competency courses are considered: courses focusing on the development

- of communication,
- computer,
- managerial,
- social,
- entrepreneurial and
- language competencies.

Competency courses support selected core competencies applicable to the labour market relation:

- communication skills (including social competencies),
- personality development (including managerial and business competencies),
- computer skills and
- language skills.

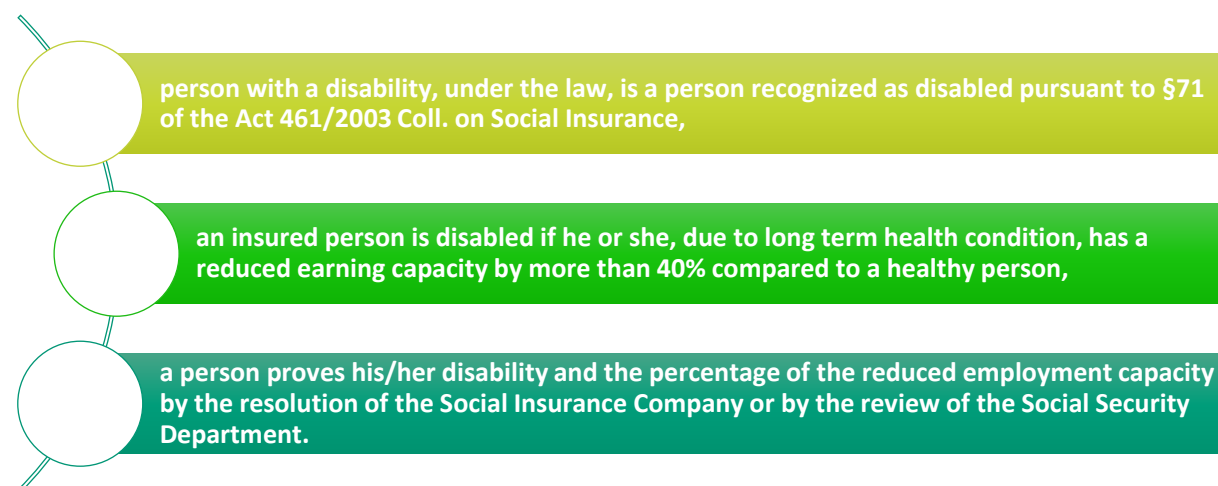
9.1.4. Selected Active Labour Market Measures promoting the employment of persons with disabilities

Basic terms



The status of sheltered workshop or protected worksite is granted by the office of labour, social affairs and family for an indefinite period – subject to legal conditions.

Definition of the person with a disability in Slovakia



Contribution to set up a sheltered workshop or protected workplace - § 56

The contribution is provided to cover part of the costs associated with the creation of a workplace for a person with a disability in a sheltered workshop or protected workplace, which are necessary to perform the work by a person with a disability and that are associated with the setup of the workplace.

Amount of the contribution

In Region of Bratislava	<ul style="list-style-type: none">• of January 1, 2019, the amount of the contribution equals to EUR 5,321.44
In other Regions	
In the districts with the registered average unemployment rate lower or equal to the Slovak national average	<ul style="list-style-type: none">• as of January 1, 2019, the amount of the contribution equals to EUR 6,385.72
In the districts with the registered average unemployment rate higher to the Slovak national average	<ul style="list-style-type: none">• as of January 1, 2019, the amount of the contribution equals to EUR 6,917.87

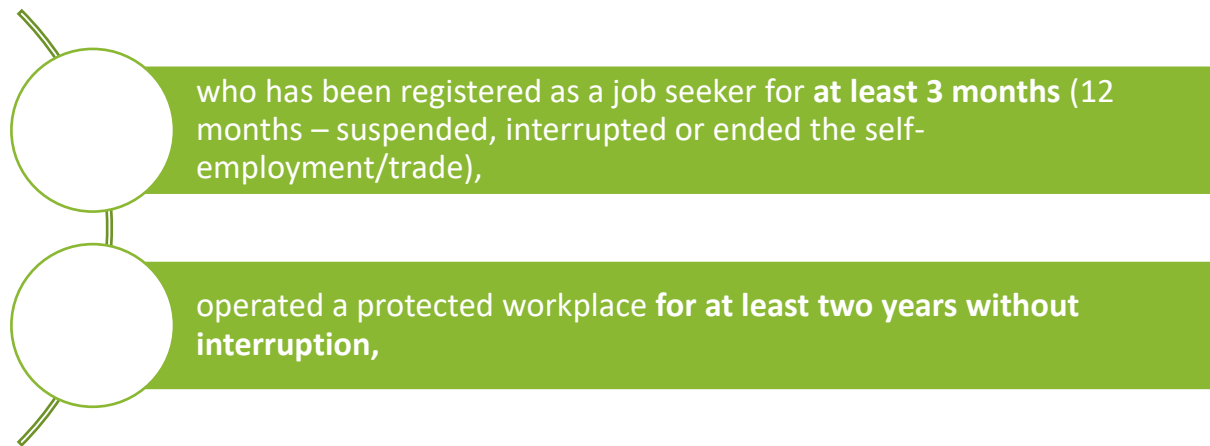
Contribution to maintain a person with a disability in employment - § 56a

- Can be provided by the Office of Labour, Social Affairs and Family to the employer if more than 25% of its average of registered employees are persons with disabilities, and if it does not have the status of a sheltered workshop or protected workplace,
- for each person with a disability, who works for the employer at least half of the established weekly working hours,
- for an employer to cover the advance payments to the mandatory public health insurance, contributions to social security and compulsory contributions to old-age pension by the employers on a monthly basis (up to 60% of the average wage of the employee under the law),
- The contribution is provided on a quarterly basis based on the documents proving the payment of the eligible costs (In 2019 it is max. 207.82 EUR).

- The contribution is not legally claimable.

Contribution to persons with disabilities for self-employment - § 57

- **Can be provided** by the Office of Labour, Social Affairs and Family **to a person with a disability to support self-employment** (hereinafter referred to as “SE”) **to partially cover the costs** associated with the execution of SE; available for disabled job seekers based on a written application,



- **Based on a written request, the office** will provide a training aimed at starting the self-employment on a protected workplace
- Preparation for self-employment includes the elaboration of a business plan including the estimated project costs of establishing a sheltered workshop or workstation.
- Can be provided to partly cover the costs associated with self-employment, the Office will provide **30% of the granted contribution** within 30 calendar days from the date of conclusion of the grant award agreement and, **the remaining part, i.e. 70% of the contribution will be made available** after the submission of documents proving the incurred costs,
- Self-employed persons with disabilities are required to submit the respective documents to the Office within 6 months from the date of concluding the agreement.
- The contribution is not legally claimable.

The contribution amounts

In Region of Bratislava	• 3.2 times the total cost of work, up to a max. EUR 4,257.15.
In other Regions	
In the districts with the registered average unemployment rate lower or equal to the Slovak national average	• 4-times the total cost of work, up to a max. EUR 5,321.44
In the districts with the registered average unemployment rate higher to the Slovak national average	• 4,8 times the total cost of work, up to a max. EUR 6,385.72

Contribution to cover the operational costs of the sheltered workshop or protected workplace and the transportation costs of employees (employer) - § 60

Contribution granted to a legal entity or a natural person, if **requested in writing no later than the last day of the first month of the quarter following the quarter for which the contribution was requested**

Operational costs of the sheltered workshop or protected workplace include:

- rental fee and the cost of rent-related services
- costs associated with mandatory revisions and insurance costs
- cost of fuel and energy
- cost of water and sewage, removal and disposal of waste
- shipment cost of materials finished products and transport related to the provision of services
- payroll cost and advance payment to the mandatory public health insurance, contributions to social security and compulsory contributions to old-age pension by the employer for the disabled employees
- cost of repairs and maintenance of the building of the sheltered workshop or protected workplace
- cost of repairs and maintenance of the equipment of the sheltered workshop or protected workplace

- cost associated with the administration of the sheltered workshop or a protected workplace

Transportation costs for employees are costs associated with the transportation of the disabled employees to/from the workplace by the employer

Annual rate of the contribution

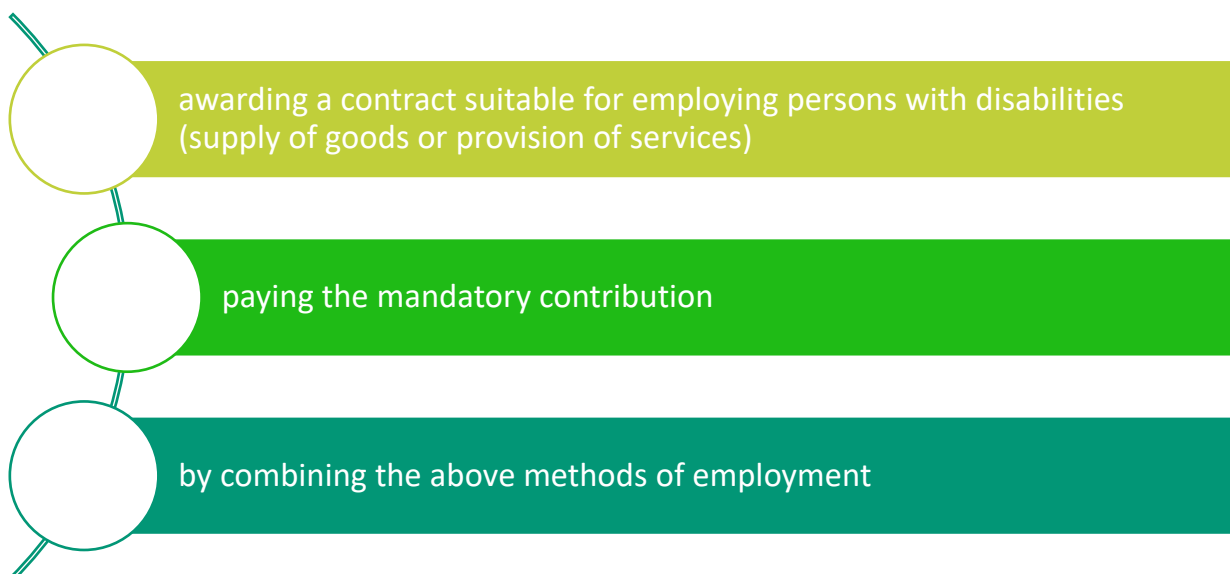
2.5-times the total cost of work (under the law) – for each person with a disability performing work within the **established weekly working hours**, i.e. in 2019, the amount of the contribution is **EUR 3,325.90**.

5-times the total cost of work (under the law) – for each person with a disability, who has due to a long-term health condition a reduced capacity to perform a gainful activity exceeding 70%, performing work within the **established weekly working hours**, i.e., in 2019, the amount of the contribution is **EUR 6,651.80**.

Mandatory share of employing persons with disabilities

The employer is obliged to employ persons with disabilities if employing at least 20 employees and, if the Office registers disabled job seekers representing 3.2% of the total number of its employees

The employer can, under the law, fulfil the mandatory share of employing persons with disabilities in the following equivalent ways:



If the employer does not employ the mandatory share of persons with disabilities corresponding to the total number of its employees, it has, no later than by March 31 of the following calendar year,

credit the relevant amount to the account of the Office for each position below the number of disabled persons to be employed under the law amount to 0.9-times the total cost of work.

9.2. Information on the Labour Market in Hungary

9.2.1. Counselling services for PWDs

In Hungary, the disability expert by experience can direct his clients to institutions maintained by the state, accredited civil organisations and interest protection organisations, and in the framework of a cooperation, he can gain labour market information that help him about keeping himself continuously updated.

Employment rehabilitation administrators

The **Employment rehabilitation administrators** are available at the local headquarters of Labour Organisations. They are doing their job assigned to them rehabilitation authority of first instance at the employment departments of district offices of county government offices. On county level, they also have central contacts, and they also hold consultation days at local, district headquarters.

Contacts in Vas county:

Government Office of Vas County District Office of Szombathely Employment Department
Hunyadi út 45. telephone: +36 (94) 514-576, 522-777, www.nyugatrmk.hu

Off-premises client reception: Celldömölk: Parole Office, Dózsa György u. 18.

Sárvár: Employment department, Sárvár, Batthyány L. u. 47.

Körmend: Employment department, Szabadságtér 5.

Szentgotthárd: Employment department, Kossuth Lajos u. 1.

Vasvár: Employment department, Árpád Tér

Employment rehabilitation administrators provide different types of services for disabled job seekers living with reduced working capacities:

- they explore the current state of the client, they fill in a data sheet based on medical, social and employment rehabilitation needs;
- bearing in mind qualifications and professional practices, the specific direction of the rehabilitation of rehabilitable clients is indicated
- they prepare a rehabilitation plan for them, which is modified time to time, as needed;
- if necessary, external experts are involved into the development;
- they provide information about the labour market situation of the given area;
- they provide information about employment rehabilitation; etc.

Also, the expert by experience himself provides employment rehabilitation information, in the framework of which, he provides information about the institution system and actors of labour market, about the legislative environment as well as about opportunities of supports, trainings and services that can be provided for job seekers and about conditions of service taking. If he considers employment

rehabilitation advice important in the helping process of his client, then it is worth to direct him to a labour organisation, to the employment rehabilitation advisors.

Employment rehabilitation service providers

Besides the one offered by the labour organisation, also a rehabilitation advice opportunity operated by the accredited service providers is available for the clients. There are 36 **employment rehabilitation service providers** available at 269 venues, providing the individual and further group services below:

- provision of information about occupational rehabilitation,
- occupational rehabilitation counselling
- occupational rehabilitation work counselling
- occupational rehabilitation job seeking counselling
- career advice aimed employment rehabilitation
- psychological counselling facilitating employment rehabilitation
- training about job seeking techniques facilitating employment rehabilitation
- developmental preparation for training
- reorienting training facilitating employment rehabilitation
- employment rehabilitation mentor service.

Service providers in Vas county

- Munkaerőpiacon Maradás Egyesület www.mpme.hu
- "Gondoskodás" Alapítvány www.gondoskodas.eu
- Szt. Cirill és Method Alapítvány www.cirillmethod.hu

In order to be able to provide specific support for the target group of disabled people, the expert by experience should definitely establish relationships with the local representatives, offices of advocacy organisations.

Advocacy organisations

Among others, local organisations of **National Federation of Association of Physically Disabled People** (MEOSZ) have special information in the following topics:

- *labour market service*: job placement; employment rehabilitation service for disabled people living with reduced working capacities; training, further education;
- *accessibility* : experts by experience help about questions related to accessibility

Contact in Vas county: Association of Physically Disabled People of Vas County, 9700 Szombathely, Szelestey László u. 42. Tel: 06-94-314-564

The mission of **Hungarian Association of Deaf and Hard of Hearing** – (SINOSZ) is to facilitate the labour market (re)integration of deaf and hard-of-hearing people by special tools.

The Vas County Organisation of SINOSZ is available in Szombathely, at the office situated in Szombathely, at 5 Kiskar utca, or by telephone (Mobile: +36 70 377 5726), or through the internet (e-mail: szombathely@sinosz.hu ; <https://sinosz.hu/vas-megyei-szervezet/>).

The local organisation of **Hungarian Federation of Blind and Partially Sighted** (MVGYOSZ) can be contacted in Szombathely, at Vörösmarty M u. 32, by telephone (Tel: 94/312-263), and through the internet (E-mail: vggyve1@gmail.com, Web: <http://vasivakok.hu/>).

There is also a special service available for **autistic people** in Vas county, in Szombathely, Esőemberke Alapítvány is operating in Szombathely at Bádonfa utca 15, at the institutions of which employees are glad to inform clients, family members and helpers about labour market issues. The institution is operating as a member organisation of National Association of Autistic People. Further information is available at: <http://aosz.hu/tagszervezet/esoemberke-alapitvany-a-vas-megyei-autistakert/>. The foundation can be contacted by E-mail. Through the internet: (esoemberke@gmail.com; <http://www.esoemberke.hu/>), and also on the phone (+36 70 709 2010)

The Vas county organisation of **mutual interest organisation of mentally disabled people ÉFOÉSZ** is available at the institution complex at 11-es Huszár u. 116 in Szombathely, or on the phone 94/508-770. Further information about their services is available at the following URL: <http://egyuttvelunk.onervenyesites.hu/?tag=efoesz-vas-megyei-szervezete>

Helping and advocacy of people suffering from psychiatric illnesses and addictions is provided by the Diocesan Caritas of Szombathely in Vas county. About the services provided by its institutions and professionals, it is worth to enquire at Hollán Ernő utca 12 or on the phone at +36 94/318-560

9.2.2. Training possibilities for PWDs

It is an important information for the expert by experience the fact that in Hungary, as a job seeker, one can gain vocational qualification three types of system:

Gaining vocational qualification for disable people

- Firstly, the disabled person, who does not receive any kind of benefit due to his illness, can attend the trainings started by Job Centres, if he fulfils the conditions of application. In case of certain trainings, such as the course for florists and bakery and fast bakery workers, one also has to pass a medical fitness examination.

One can apply in the centre situated in Szombathely, at Hunyadi u. 45., by the administrators of Social Security and Employment Lead Department, Labour Market and Fund Management Department.

- Secondly, in the framework of EU application EFOP 1.1.1., based on 21/A § of 327/2011 (XII.29) Gov. Decree, the Social and Children's Protection Directorate publishes the data of supportable trainings and the conditions of taking the training-aimed support on its electronic platform, operated by the Children's Protection Directorate, every year until 15 January –

based on the available funds, the announced labour force demands, the labour market prognoses, and the abilities, employment situation and expected employment opportunities of people, who take the rehabilitation service http://szocialisportal.hu/documents/10181/136305/Tamogathato_kepzesekek_jegyzeke_2018.pdf/ba7235ce-9b8c-dd8a-5468-47af620ff5e4

The client and the Social and Children's Protection Directorate choose together the training direction that fits to the employment rehabilitation needs. After that, the Directorate informs the person about those institutions that hold a training, which is suitable training direction that they have chosen. If there are more institutions that provide the training suitable for the training direction, then it is the person participating at the training service to choose the institution that is suitable for him.

The trainings focus on gaining professional knowledge and preparing for a new profession. During the time of the training, the project also provides subsistence support. Office headquarters in Vas county: 9700 Szombathely: Szily János u. 40. Tel: 06-94/952-262, e-mail: szombathely@efop111.nrszh.hu, 9900 Körmend, Szabadság tér 5. Tel: 06-94/312-095, E-mail kormend@efop111.nrszh.hu

- Thirdly, every Hungarian citizen has an opportunity to gain two vocational qualifications free of charge. These trainings are organised by the Vocational Training Centres, in cooperation with secondary technical schools. Clients, expert by experience can gain information about current opportunities in the centres and on their websites. Training centres available in Vas County:
 - Technical Vocational Training Centre of Szombathely, 9700 Szombathely, Akacs Mihály u. 8-10. info@szmszc.hu,
 - Service Provider and Vocational Training Centre of Szombathely, 9700 Szombathely, Nagykar u. 1-3., E-mail: info@szoszszc.hu, Telephone: +36-94-312-375

9.2.3. Legal support

Disabled people often feel that their rights have been infringed, and accordingly, the expert by experience can expect that he will be contacted also about such requests. Bearing in mind his competence limits, it is important that he directs the person asking for help to the appropriate experts, professionals.

Equality infringements

If a disabled person is affected by violation related to job seeking, job interview or working, or in the framework of termination or ceasing of employment relationship based on one of his protected properties, then he can turn with his complaint either directly, or through the regional referent network to the **Equal Treatment Authority**, that will investigate the case. Then it will either send an information letter, or it makes an administrative decision:

- rejecting decision
- order discontinuing the proceedings

- rejection without substantive assessment
- decision establishing legal violation
- decision approving an agreement
- in the form of other order.

It can sanction in the following ways:

- by prohibition from further violation
- by public disclosure
- by ceasing of infringement state
- by imposing a fine.

The contacts of the equal treatment referent in Vas county:

Dr. Jójárt Ágnes, Tel: 06 30/519-8838, E-mail: dr.jojart.agnes@gmail.com

Labour law infringements

The regional and coordinated **JOGpont** projects provide free legal assistance about legal issues arising in the world of employment. The project is implemented with the support of the European Union. The service provides legal assistance until 30 June 2019. Fields of legal assistance service: labour law, company law, social security, taxation law. Ways of service taking include personal customer reception, legal assistance on the phone, legal assistance by e-mail, online legal assistance, and personal legal assistance at JogÁsz days events. In the framework of personal customer reception, qualified lawyers help to solve legal issues at 136 settlements throughout the country by offering personalized counselling, legal information and sample documents. Furthermore, the system also includes an Alternative Dispute Resolution Board as well. One of its tasks is to help the parties of collective interest debates and also to support the communication of parties still before establishing disputes. The legal assistance service is totally free of charge and is anonymous. **Jogpont+** and **Jogpont+Mini offices** provide help in a similar way, but one can take their services at his own cost, and personal assistance can only take place by making a prior appointment.

In Vas county, the services of Jogpont project can be taken in 9 offices on set days of the month, at fix times. Venues in Szombathely are as follows: Horváth Boldizsár krt. 9, Kőszegi u. 27-31 B. ép. fsz. 5., Körmendi út 92. D épület I. emelet/1 sz., Sárvár: Várkerület 1. (Vár, Művelődési Központ), Celldömölk: Dr. Géfin L. tér 1., Körmend: Rákóczi F. u. 33., Kőszeg: Várkör 69., Szentgotthárd: Széll Kálmán tér 16. I. em. 2., Vasvár: Árpád tér 8.

Further information is available at: <https://www.jogpontok.hu/>

About special problems concerning disabled lifestyle, one should turn to the advocacy bodies, to mutual defence organisations. By getting in touch at the contacts that have already been mentioned.

Infringements about crimes

Special legal and psychological help is provided at Victim Support Centres. Services of victim support centre are available for all – regardless of financial means – they are free of charge, and the low-

threshold service can be taken anonymously. Everyone can take this help, not only victims of a crime, but also their relatives and all, who suffered disadvantage due to the commission of the crime. The 0-24 operating telephone number of the Victim Support Service that can be called free of charge is: 06/80-225-225. In, Szombathely, at Thököly u. 14 one can personally get in touch with 1 coordinator, 2 victim support colleagues, and clinical psychologist and on an occasional basis, a lawyer.

9.2.4. Financial contribution to increase the employability and to promote employment

Rehabilitation card

The aim of Rehabilitation card is to encourage employment of employees living with reduced working capacities by reducing tax burdens of employers.

That person living with a reduced working capacity is entitled for a rehabilitation card, who belongs to the appropriate qualification category according to the current complex qualification done by the rehabilitation authority.

Rehabilitation card is issued and withdrawn by the National Tax and Customs Administration (furthermore referred to as state tax authority). The starting date of the validity of Rehabilitation card is the date of the issue of the card, while its ending date is the day of the withdrawal of the card.

Supported employment

The evident aim of *supported employment*, and of projects entitled EFOP-1.1.1-15 and VEKOP-7.1.3-15 was to facilitate getting into employment on the open labour market, to provide long-term, sustainable employment. Accordingly, the aim of supported employment that can be provided in the framework of the project is that employment rehabilitation should take place at work, and if possible:

- a) it should prepare the employee for employment on the open labour market (transiting), or
- b) after the ending of the support, the long-term employment of the employee should be implemented, without support, by the supported employer.

For this purpose, the project provides a support opportunity for those employers that employ their clients by a valid agreement, according to the determined conditions. In the framework of the support, besides refunding wage and the wage costs of the employee having reduced working capacities, they also support the employment of the person implementing the helping of the person at work.

Trial work within the framework of simplified employment

In order to avoid early dropout at work, as a subtype of supported employment, the support of trial work is available. Within its framework, the support of simplified employment is implemented within 3-15 working days, within a one-month period of time. (in the form of a maximum 30-days-lasting support frame contract). In the framework of simplified employment, there is an opportunity for the fact that the employee and the employer mutually get to know each other, and the employer can

estimate – without committing himself for a more significant period – if their needs and expectations about the position wished to be fulfilled are in accordance with each other.

Offices that can be contacted about taking the support include:

9700 Szombathely: Szily János u. 40., Tel: 06-94/952-262, E-mail: szombathely@efop111.nrszh.hu,
9900 Kőrmend, Szabadság tér 5. Tel: 06-94/312-095, e-mail kormend@efop111.nrszh.hu. The local coordinator of the project can provide current information on the phone +36 20/821-6748, or by e-mail at kovacsjozsef@nrszh.hu, even for the expert by experience.

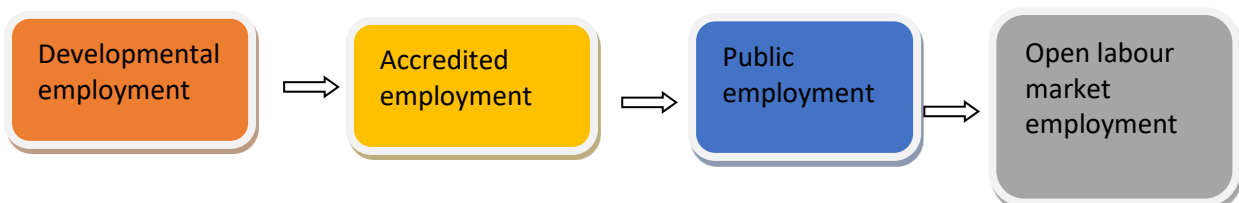
Accredited employment

Accredited employment can be an important stage in the framework of employment rehabilitation of people living with reduced working capacities. It means a progress from the direction of developmental employment, it provides a gradual transition and provides preparation towards open labour market, and thereby it guarantees employment at a higher level, it broadens the toolbar of rehabilitation, adjusted to the individual abilities.

In the framework of developmental employment, the emphasis is on the development of working skill, the trying out of work types, and on work socialization. Accredited employment already goes beyond that: it sets out as an objective to make use and develop of the remaining skills, in order to succeed on that open labour market.

In terms of its aim, public employment is equal to accredited employment, however it is more protected than the open labour market, still it is an integrated employment.

- The highest level of the employment of people living with reduced working capacities is getting into employment on the open labour market – here their employment already takes place not within a protected environment, but in an integrated form.



The developmental employment is a widespread form of employment among the beneficiaries of social institutions. Accredited employment – as the scene of employment rehabilitation – fulfils several roles:

- it means a step forward from the direction of developmental employment,
- it establishes the appropriate conditions for those people living with reduced working capacities, who still cannot join integrated employment,
- besides providing a protected environment for the people, who work there, it is already getting nearer to the expectations required by the conditions of open labour market,
- by offering supportive services, it supports the implementation of employment rehabilitation, the preparation for getting into employment on the open labour market.

From the point of the aim of accreditation, we can speak about long-term and transit employment.

Further information: http://fszk.hu/wp-content/uploads/2017/08/Akkreditalt_foglalkoztatas.pdf

Further national and local links:

<http://www.egyenlobanasmod.hu/>
<https://www.jogpontok.hu/>
<http://www.jogpontplusz.hu/>
<http://www.meosz.hu/>
<https://sinosz.hu/>
<https://www.skontakt.hu/portal>
<http://www.mvgyosz.hu/>
<https://karitasz.hu/rolunk/rev>
<http://www.kormanyhivatal.hu/hu>
https://szgyf.gov.hu/phocadownload/foglalkozasi_rehabilitacios_informaciok/informaciok/Tajekozta_to_a_megvaltozott_munkakepessegu_szemelyek_foglalkoztat%C3%A1saval_kapcsolatos_2018_evi_jogsabalyi_valtozasokrol_2018.pdf
<https://szgyf.gov.hu/hu/foglalkozasi-rehabilitacios-informaciok/tamogathato-kepzesek-es-szolgaltatasok>
<https://szgyf.gov.hu/hu/foglalkozasi-rehabilitacios-informaciok/foglalkozasi-rehabilitacios-szolgaltatast-nyujto-szervezetek.html>
<http://nrszh.kormany.hu/elherhetosegek-efop>
<http://www.szombathely-lutheran.hu/hireink/aldozatsegito-kozpont-szombathelyen>
<http://aldozatsegitokozpont.im.gov.hu/>
<HTTp://www.szoszszc.hu/>
<http://www.szmszc.hu/#Home>
http://www.pafi.hu/_pafi/palyazat.nsf/ervdocidweburlap/D17909C572162213C12581B4005DDEBD

9.3. Information on the Labour Market in Romania

People with disability have the right to work and obtain an income according to the work legislation, and also according to the special disposition from the law regarding the protection and promotion of the rights of people with disability. People with disability can be registered to work according to their professional training and capacity to work, confirmed by their certificate of disability issued by the evaluation committee.

People with disabilities looking for a job or employment benefit from the following rights:

- classes of professional forming;
- reasonable adaptation at the work place;
- counselling before hiring and during employment as well as during the trial period, from a specialized counsellor in work mediation;
- a trial period at the beginning of the employment, payed at least 45 working days,

- paid notice of minimum 30 working days when the individual contract is stopped from the initiative of the employer for reasons that do not depend on the employee;
- the possibility to work less than 8 hours a day, according to the law, if it benefits from the recommendation of the evaluation committee in this regard, but also from the exempt of paying tax per salary.

9.3.1. Counselling Services for people with disabilities

THE STRATEGIC DIRECTION OF THE SOCIAL POLITICS IN FAVOUR OF PEOPLE WITH DISABILITIES DURING 2014-2020

Assistance and counselling when looking for a job

The concept of career counselling

For a person with or without disabilities to find a job it needs to benefit first from career counselling. According to the initiators of this guide, exists 3 types of professionals that can do this activity in various stages of life of the persons that is due to occupy a workplace: educator/professor, the placement and assistance officer and the mentor, the present guide refers especially to the last 2 categories while the first one is found in the legislation and other legal acts related to the national system of education.

The career counseling activity has a special role in the human society and the countries economically developed, with a high level of living, gave it the right importance, elaborating a legislation to help it develop.

Counselling represents the heart of a program of career orientation; the signification of this fact is not only of psychological nature but also educational (pedagogic). The students, young people, adults need to be formed so they can take *optimal decisions* related to their lives. In this regard, their attention including the educators attention needs to turn towards creating circumstances where every person counseled will have the liberty to take decisions that they take till the finish and at the same time they assume the consequences that come from it.

The career development represents all aspects of human life in making and with a specific dynamic in different plans, that means:

- Self-knowledge and forming abilities of interpersonal relationships;
- Education and initial professional forming;
- Assuming various roles in life;
- The integration, living and planning of different events of life.

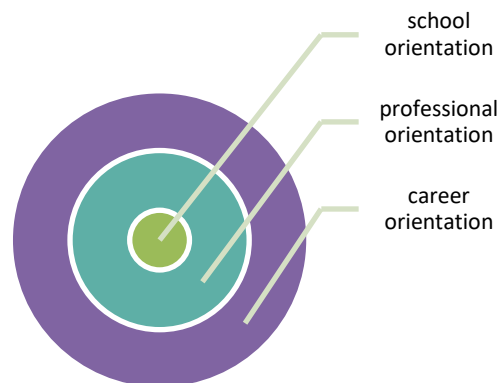
Career education includes as well subjects that are not apparently directly related to exercising a profession as: family life, spending free time, raising and educating children, family economy, matters related to values and life quality, manner of facing dramatic circumstances of life: death, divorce, natural calamities, non-employment.

Counselling is also a form of **socializing and/or social learning** as it offers individuals new experiences and information with which they can better contour and develop their identity and self-image, integrate successfully in a way that it would bring them satisfaction or to facilitate overcoming certain critical contexts of life.

The content of the career counselling and orientation

Career Counselling, orientation and education services – as organization, method, structure, human resources and also the occupational structures available – have evolved significantly in the industrial society, post-industrial and informational.

Counselling and school-professional orientation supports the individual to fulfil its own career, through which a person can have a worthy destiny in life. That is why choosing a profession needs to be a profound personal act, free, result of a responsible deliberation process, in accordance with actual, objective situations, of social and economic realities, with the internal motivations and dominating and stable interests.



Career counseling and orientation

The activity of school orientation is prior to the professional one, both being parts of the career orientation. The beginning and the intensification of the school orientation activity takes place regularly during school years that underline the end and the beginning of the education cycles.

Professional orientation for people with disabilities tries to create an adequate balance between **profession** as a whole, **personality** as a whole and **functional limitation** of the person. Counselling and vocational orientation of a person with disability follows through practical techniques to contribute to self-discovery and to facilitate the option of a type of education to its own possibilities, abilities and interests.

The career covers and identifies rolls in which the individual is involved:

Student, employee, parent as well as the way it actions in the family, school and society in the stages that a person can cross in life: marriage, pension. All these are considered as a whole, indivisible. This

way every person has a career not only the ones that successfully exercise a profession. { Conf. (univ. dr. Cornelia Tatu, Career Counselling, 2008, pp10-11).

Vocational counselling represents in this regard all the actions projected, organized, deployed in the educational process with the purpose of identifying, stimulating, structuring specific capacities and complementary passions to these capacities.

The specific and component elements of counselling and career orientation in Holland's vision (Holland, J.L. *Making Vocational Choices : A Theory of Vocational Personalities and Work Environments*, Englewood Cliffs, Prentice-Hall, 1985), consists in:

- *Offering information* to the client about various occupation through comprehensive and accessible methods;
- *offering structured and organized information* about the occupational alternatives; information and personal documentation; information and education regarding career development that take place in school or extra school activities;
- *offering materials and methods* for evaluating the capacity of clients with the purpose to create a realistic image on the resources and professional potential;
- *Progress of activities of individual and group counselling* – in order to develop the career and to resolve the beneficiaries personal problems;
- *educating interests* through forming and stimulating positive attitude for a certain profession; guiding students in order to contour a stable professional option;
- *improvement in group* of personal positive experiences of students and their parents; doing personal activities to practice techniques of searching a job (creating a curriculum vitae, a cover letter, personal portfolio);
- *doing special activities* initiated by the counsellors in specialized institutions; knowing the students.

Counselling and orientation does not have to be a study object or a school subject but an *area of applications, practical development, experiences and attitudes* that need to be thought and exercised in life.

Counselling and career orientation is compatible with hesitation, renunciation, error, successive election. The activity of school and professional orientation in certain limits that come under the informative aspect, offering data and practical advice with immediate finality can be used and developed by the *other school teachers*, task that should not totally be attributed to the teacher counsellors.

9.3.2. Possibilities of professional formation for people with disabilities

Other expenses related to the process of integration in work of a person with disabilities deductible are the specific expenses for the preparation, formation and professional orientation and of registration to work of people with disabilities which are deductible from the unemployment insurance budget that the unit pays towards the state budget.

The law regarding people with disabilities stipulates that any person with disability that wishes to integrate or reintegrate into work has free access to the evaluation and professional orientation, no matter the age, type or level of handicap. The person with disability actively participates in the professional evaluation and orientation process and has access to information and selection of the activity, according to his/her desires and aptitudes.

Benefits from professional orientation:

- Schooled people and with appropriate age for professional integration,
- People that do not have a job, professional experience
- People that have a job but want a professional reconversion.

The specific expenses of preparation, formation, professional orientation and registration to work of person with disabilities are deductible from the unemployment insurance budget that the unit pays towards the state budget.

9.3.3. Legal Support

People with disabilities have a series of rights that are essential for them to know. They need to know that they can continue their career progress and that they have a series of facilities designed to help them in their professional life.

Act of parliament nr. 76 from 16 January 2002 regarding the insurance system and stimulating employment.

Art. 1

In Romania every person is guaranteed the right to choose freely their profession and job, also the right for unemployment insurance.

The Convention regarding the Rights of People with Disabilities

Article 27

Work and employment

1. State Parties recognise the right of people with disabilities to work in equal conditions with others; this includes the opportunity to earn his/her living through exercising an activity freely chosen or accepted on the work market, in an open work environment, inclusive and accessible for people with disabilities. State parties will protect and promote the right to work, including for those that develop a disability while working, through adequate measures including legal measures so that between others:

(a) to interdict discrimination based on disabilities referring to all aspects and forms of registration to work, including the recruiting conditions, allocation, hiring and maintaining the person in work, progress in career and health and safety at the work place;

(b) to protect the rights of people with disabilities, in equal conditions with others, from the point of view of favorable and correct work conditions, including opportunities and equal wages for equal work, health and safety conditions at the work place, protection against harassment and conflict settlements;

(c) to ensure that people with disabilities are capable to exercise their right to work and their trade union rights in equal conditions with others;

(d) to allow people with disabilities clear access to the general programs of technical and vocational orientation, to services of continuous professional placements and development.

(e) to promote on the work market, opportunities of hiring and career progress for people with disabilities and to offer assistance in searching, obtaining and maintaining a work place including to return to the work place.

(f) to promote opportunities for independent activities, development of entrepreneurial spirit, cooperation and starting their own business;

(g) to hire people with disabilities in the public sector;

(h) to promote the hiring of people with disabilities in the private sector through politics and adequate measures, which to include positive action programs, incentives and other

measures;

- (i) to ensure adequate adaptations for people with disabilities at the work place;
- (j) to encourage people with disabilities to obtain work experience on the free market of workforce;
- (k) to promote vocational and professional rehabilitation, maintaining the work place and professional reintegration programs for people with disabilities.

2.State Parties will ensure that people with disabilities are not suffering from slavery and that they are protected, in equal conditions with the others, against forced work.

The national strategy " a society without barriers for people with disabilities ", 2015-2020,

The national strategy "a society without barriers for people with disabilities", 2015-2020, called here Strategy, proposes to ensure the implementation of the Convention regarding the rights of people with disabilities, ratified by Romania through the Law no. 221/2010 called here Convention, through sets of coherent measures, integrated and interinstitutional. The Convention offers a framework for elaborating the public politics and the modernization practices, instruments and methods of support in the community to lead to the full participation in the society of people with disabilities, to a worthy and fulfilling life in the community. Romania commits to mobilize the necessary resources to eliminate barriers so that no person with disabilities suffers any discrimination, marginalization, exclusion or abuse and the person's selections and aspirations are respected and supported transposing into reality the main priorities in the field of politics for people with disabilities of the governmental Program, ensuring the coherence of the politics in the field of disability as well as between different levels and mechanism of governing, but also the correspondence with the principles and objectives settled in the international conventions and concords that Romania is part of.

The rights to work for people with disabilities

People with disabilities have the right to work, according to their professional training and level of handicap. These have a series of rights and facilities. Authorities and public institutions have also rights and obligations when hiring people with disabilities.

Art. 33 of Law No.60 from 2012 regarding the social inclusion of people with disabilities called «The Right to work for people with disabilities » sets out:

(3) Discrimination based on disability is interdicted regarding all aspects and forms of employment including conditions of recruitment, employment and deployment of work activity, career development and health and safety conditions at the workplace.

Legislation that regulates the right to work for people with disabilities

Law 448 from 2006, updated in 2016, provides the rights for people with handicap, but also the benefits offered by the state to their employers.

According to the law regarding the protection and promotion of the rights of people with handicap no. 448/2006 people with disabilities are those that due to physical , mental or sensorial ailments they miss the ability to carry on normal daily activities, needing protection measures for support, integration and social inclusion. From this law benefits children and adults with handicap, Romanian citizens, citizens of other states or stateless, during the time that according to the law they have their residence in Romania.

Conditions to register to work for people with disabilities

Article 74, paragraph 1, Law 448 from 2006 says that people with handicap have the right to have all conditions met in order to choose and exercise their profession, job and occupation in order to obtain and maintain a job and to promote professionally.

People with disabilities can be employed according to their professional training and work capacity, according to their certificate and degree of handicap, issued by the district evaluation committee or the committee from Bucharest.

At the same time the authorities and public institutions, juridical persons, public or private that have at least 50 employees have the obligation to employ people with handicap in a percentage of at least 4% from the total number of employees.

When registering to work the evaluation of professional aptitudes for people with disabilities is done through a trial period of employment, payed, at least of 45 working days according to art. 83, letter d) from Law 448/2006 updated.

Legal working schedule of a person with disability

People with disability have the opportunity to work less than 8 hours a day if they benefit from this recommendation from the committee .

The rights to professional development of people with disabilities

The law regarding people with disabilities says that every person with handicap that wants to work has free access to evaluation and professional orientation, regardless of their age and degree of handicap. The person with handicap actively participates in the process of evaluation and professional orientation, has access to information and the right to choose the activity according to their wishes and aptitudes.

Depending on each case, schooled people and with the right age benefit from professional orientation in order to register to work, as well people that do not have a job, professional experience or people that are employed but wish a professional conversion.

The right to annual leave for people with disabilities

In regards to the annual leave for people with disabilities, the *Work Code* highlights that they benefit from an extra annual leave to rest of at least 3 working days:

a) the employees that work in hard conditions, dangerous or harmful;

b) people with handicap;

c) young people of up to 18 years old;

At the same time, if a person meets 2 of these criteria for which the law offers extra annual leave to rest, the amount of his annual leave will be at least the sum of the minimum for each situation.

Wage rights and other benefits of employed people with disabilities

People with disabilities have the right to a monthly compensation plus the monthly wage; they do not lose their handicap compensation or accompanying compensation once signing a work contract. People with disability have the same payment rights as the other people but they do not pay taxes for their wage.

In regards to the pension, people that have contributed under the condition of handicap before being ensured benefit from a discount of the standard age of pensioning, according to their level of handicap as follows:

- 15 years for the ensured with severe handicap, if they did at least a third of the full stage of contribution;
- With 10 years for the ensured with pronounced handicap, if they did at least 2 thirds of the full stage of contribution;
- With 10 years for the ensured with medium handicap, if they did the full stage of contribution.

The employee's obligations in regards to people with disabilities

Art. 78. - (1) people with handicap can be employed in work according to their professional training and capacity to work, as per their certificate of registration in the level of handicap, issued by the evaluation committees at district level or at Bucharest level.

(2) Authorities and public institutions, juridical persons, public or private that have at least 50 employees have the duty to employ people with disabilities in percentage of 4% of the total number of employees.

The emergency ordinance No. 60/2017 - Authorities and public institutions, juridical persons, public or private that do not employ people with handicap in the conditions mentioned at paragraph (2), pay monthly towards the state budget a sum representing the minimum gross salary per country multiplied with the number of work places that they have not employed people with handicap.

In order to stimulate the employment of people with disabilities as per paragraph (2), Authorities and public institutions, juridical persons except those at paragraph (4) have the duty to organize contests of employment exclusively for people with disabilities, respecting the legal provision in force. This measure does not exclude the possibility for people with disabilities to participate to all the other contests of employment organized by the public institution.

The rights of the employer in regards to the employed people with disabilities and the fiscal facilities that it can benefit from

The employers that have employees with disabilities benefit from several fiscal facilities.

There are deducted from the calculation of the taxed income the following expenses: the expenses for the adaptation of the workplace, the expense for the equipment and machinery used in the process of production by the person with disability, the expenses for transport of people with disabilities from home to the work place, expenses to transport the raw materials and the finished products to and from the persons home, for the person employed to work from home.

Other expenses linked to the process of registration to work of a person with disabilities deductible are the specific expenses for preparation, forming and professional orientation and of registration to work of people with disabilities that are deductible from the budget of the unemployment insurances that the unit pays towards the state budget.

At the same time, in the case in which the employer is not obliged by the law to employ people with disabilities, this will receive for a year the minimum salary per economy for each person with handicap employed with the condition to keep the person employed at least 2 years.

More than this, the employers that employ on an undetermined period alumni persons with disabilities are exempted from paying the unemployment insurance tax and receive monthly for 1,5 years the following sums:

- a) one minimum gross salary per country for the alumni of inferior cycle of high school or from the schools of arts and crafts.
- b) 1,2 minimum gross salaries per country for the alumni of secondary superior school or post secondary school
- c) 1,5 minimum gross salary per country, for the alumni of superior education

The govern ordinance no.4/2015 for the modification and completion of the Law no.571/2003 regarding the fiscal Code – people with severe or pronounced level of disability will be exempted from paying taxes for all category of obtained incomes .

Besides the exemption of paying the salary taxes, people with severe or pronounced handicap will not pay taxes for the incomes from pensions, independent activities or agricultural, sylviculture and pisciculture other than those taxed through installments of income.

Facilities that need to be offered to a person with disabilities at the work place

People with handicap employed at home benefit from the employer from transport to and from home of the raw materials and the necessary materials for the activity as well as for the finished products.

The employer needs to offer the employee with disabilities the following facilities:

- A trial period at the beginning of the employment, payed, for at least 45 working days;
- A payed notice of minimum 30 working days at the dissolution of the work contract from the initiative of the employer for reasons not attributed to him;

- The possibility to work less than 8 hours a day, according to the law, if it benefits from the recommendation of the evaluation committee in this regards;

People with disabilities have a serious of rights that is essential that they know. They need to know they can continue their career progress and that they have a serious of facilities designed to help them in their professional life.

9.3.4. The financial contribution regarding the raising of employment and regarding the promotion of the occupation of the work force

On the basis of Law 448/2006 persons with disabilities that get employment on the work force (employed persons with disabilities) but the employers that hire people with disabilities benefit from a series of facilities.

Facilities for People with Disabilities

People with disabilities employed at home benefit from the employee from *transport* to and from home of the prime materials and necessary materials for the activity, as well as for the made finished products.

The employer needs to offer the employee with disabilities the following facilities:

- A trial period at the beginning of the employment, payed of at least 45 working days;
- A payed notice of minimum 30 working days, offered at the dissolution of the individual working contract from employers initiative for reasons that do not depend on the employer;
- The possibility to work less than 8 hours a day, according to the law, in case it benefits from the recommendation of the committee of evaluation in this regard;

Facilities for employers of Persons with disabilities

Fiscal facilities

- They are deductible from the calculation of the taxable profit the following expenses: expenses for adaptation of the work place, expenses for obtaining the machinery and equipment in the production process by the person with disabilities, transport expenses to and from home, expenses for transport of the prime materials and the finished products to and from the home of the person with disabilities employed for work from home
- Other expenses related to the process of integration in work of a person with disabilities, deductible being the specific expenses of preparation, formation and professional orientation and of registration in work of people with handicap which are deductible from the unemployment insurance budget that the unit pays towards the state budget.

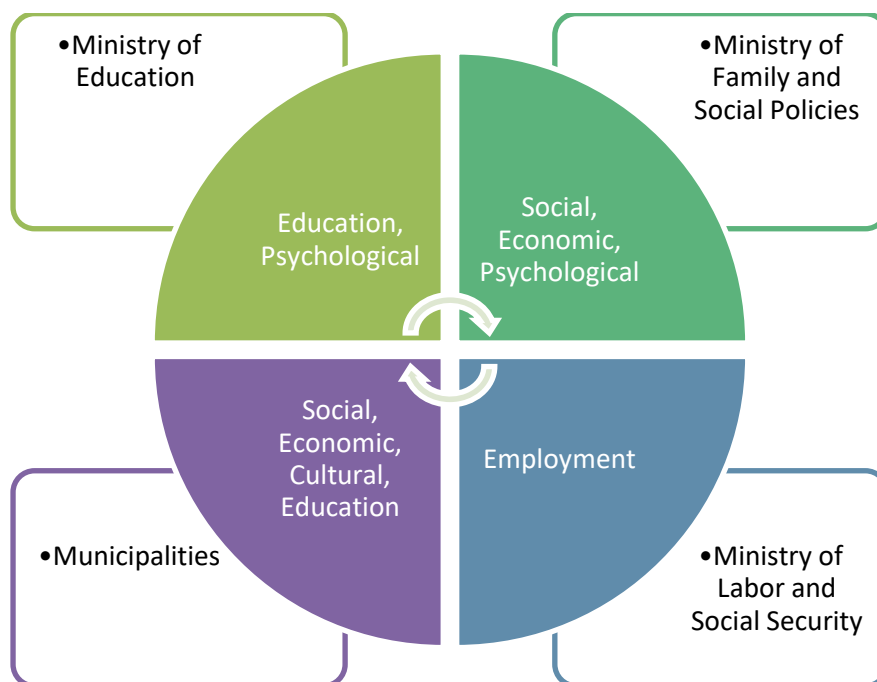
- At the same time, if the employer is not obliged by law to employ people with disabilities, it will receive for 1 year the minimum per economy salary for every person with disability that it employs with the condition to maintain the person employed at least 2 years;
- The employers that employ in work on undetermined period alumni persons with disabilities are exempt from the unemployment insurance tax and receive monthly for 1,5 years the following sums:
 - a) 1 basic minimum salary per country for the alumni of inferior secondary school and schools of arts and crafts;
 - b) 1,2 basic minimum salary per country for alumni of superior secondary school and post-secondary schools.
 - c) 1,5 basic minimum salary per country for alumni of superior education.

In regards to the access on the work force of people with disabilities, the Ministry of Work and Social Justice as well as the Ministry of European Funds have in progress projects financed from national and European funds. The Minister of European Funds Royana Plumb has highlighted that through the modification of the Capital Human Operational Program it will be able to access 155 million Euro.

The funds will be allocated for projects of encouraging employment of people with disabilities and will include measures of support for the employers by offering subventions and accessibility of the work environment as well as support for the people with disabilities. As well, in these projects it will be included measures of integration into community and deinstitutionalization of people with disabilities.

Consultations between these association and the representatives of the government will continue.

9.4. Information on the Labour Market in Turkey



Main types of counseling support for PWDs that government institutions provide in Turkey

9.4.1. Counselling Services for people with disabilities

Turkish Ministry of Education has a division related to special education and counseling. Name of the division is General Directorate of Special Education and Counseling Services (GDSECS); and it is responsible for implementing government policies education, rehabilitation and counseling services to PWDs. It is one of the 23 General Directorates in the Ministry.

The Ministry conducts disability education and counseling in different type of schools. But, main policy of the Ministry is making special education, counseling and rehabilitation done by private sector; putting relevant regulations, paying to private centers for each PWD and monitoring and supervising private sector's services. So, government itself has few schools and counseling services. Government conduct special education in inclusive education classes in all mainstream government schools, vocational education schools for PWDs, application schools, autistic children education centers, schools for the visually impaired, schools for orthopedically handicapped and few others. All of these schools are few in numbers; and not the main source for conducting special education, counseling and rehabilitation. The main special education, counseling and rehabilitation executive is special education and rehabilitation centers (SERC); which are abundant in Turkey.

PWDs continue to mainstream education schools if they are able to. Additionally, they continue to SERCs for 4 hours in a week. These 4 hours include 3 hours education and 1 hour counseling. So, SERCs have to employ not only special education teachers/trainers; but also counselors, physiotherapists, arts and music teachers and child development specialists. Education and rehabilitation sessions are held one-to-one in these schools and there is no age limit. The Ministry keeps the record of all PWDs in SERCs and stipulates implementing Individualized Education Programs (IEP) for each PWD. IEPs are plans that are prepared for the needs of each PWD. Some PWDs have right to get physiotherapy sessions due to their physical disability for example; some other have right to take multiple counseling sessions. SERCs are responsible for giving high quality education to PWDs, providing also counseling to them and rehabilitate them. The Ministry pays for each PWD to the relevant schools.

The Ministry states that increasing the number of special education and rehabilitation schools and the number of PWDs who continue to these schools are two of its strategic aims for 2018. As for the end of 2017, there are 2,196 special education and rehabilitation schools in Turkey and about 360,000 students in these schools. The Ministry reported that it had paid about 2.5 billion Turkish Liras to private institutions during 2017. PWDs who are considered as eligible (and proved this by doctor reports) have right to attend in these schools. After getting doctor report for eligibility, PWDs must approve their reports in the Guidance and Research Center in their region. Guidance and Research Centers (GRC) are also parts of the Ministry of Education and are founded in almost all counties (local government units that are one level smaller than provinces) in the country. There are 233 GRCs throughout Turkey. GRCs keep the records of all PWDs applied to them and make assessments of each PWD for every year.

PWDs and their families can also get counseling service in the mainstream schools from guidance counselors of these schools and in GRCs from psychological guidance counselors. GRCs employ psychological guidance counselors; who serve for all counseling needs of families and PWDs.

The Ministry of Family and Social Policies is the other government institution that provides counseling services to PWDs. The ministry has a division named General Directorate of Services for Persons with Disabilities and the Elderly (GDSPDE); which is focused on disability and elderly services. Within this scope, GDSPDE have 103 Centers for Nursing, Rehabilitation and Family Counseling Services (CNRFC) throughout Turkey. It has also some other centers for PWDs, but counseling services are provided in CNRFCs. 103 CNRFCs spread to all cities and is available in the Ministry's website. Counseling, Rehabilitation and Nursing services are free for PWDs who proved their eligibility with medical reports.

Moreover, **ISKUR** provides vocational counseling and guidance to PWDs. It employs vocational counselors for counseling PWDs, as well as other people. ISKUR is the Public Employment Office of Turkish government and subsidiary institution of Ministry of Labor and Social Security. ISKUR makes PWD registry obligatory in order to benefit from its services for PWDs. The registry requires a medical report which is taken from a general hospital and proves that relevant person has at least 40% disability. The report must also specify that the person is able to work in a suitable job. The report must be approved by ISKUR at the time when the application for the registry is done. After the registry is over, each PWD will automatically have a job counselor – vocational counselor in ISKUR. This counselor is responsible to look for appropriate job opportunities, explore them and inform the PWD about job. They start with talking to the PWD about his/her preferred type of professions, working hours, working rights, etc. Then, they do the investigation for suitable jobs and inform the PWD.

Some other government institutions have also counseling services for PWDs; but they are few. For example, some municipalities employ counselors for PWD needs, as well as supporting them socially, economically and culturally. (Ankara Municipality has an advice center for PWDs e.g.) Furthermore, Ministry of Health, Ministry of Labor and Social Security and other ministries have similar support programs for PWDs. Some hospitals have family counseling divisions for PWDs. But, these are not a part of systematic counseling targeted services.

Private sector has also lots of PWD counseling, advising or mentoring services. Nonetheless, private sector for PWD services is not so developed in Turkey. Most PWDs and their families cannot afford private sessions. So, there are few private opportunities for disability counseling, mentoring and advising; and there is not any data for these firms, companies, etc. Thus, these services are mostly provided by government in Turkey. All government institutions have some opportunities and services for PWDs with respect to their area of work; and regulations oblige private sector to provide advantages to PWDs thanks to recent developments in Turkey. Particularly, companies that work in social services field have been obliged to employ psychologists, counseling experts, mentors or advisors. These provide counseling/advising/mentoring to PWDs they work with or clients with disabilities.

Thus, PWDs and their families in Turkey should contact to GRCs, CNRFCs and municipalities if they want to get counseling. These are free services that are provided by government. Furthermore, they should follow relevant NGOs, associations and foundations' websites for counseling opportunities. In addition to these, they can apply to private counseling, advising, guidance or mentoring firms/experts if they are able to afford it. Finally, PWDs who need vocational counseling preferably should apply to ISKUR to get counseling service free.

9.4.2. Training possibilities for people with disabilities

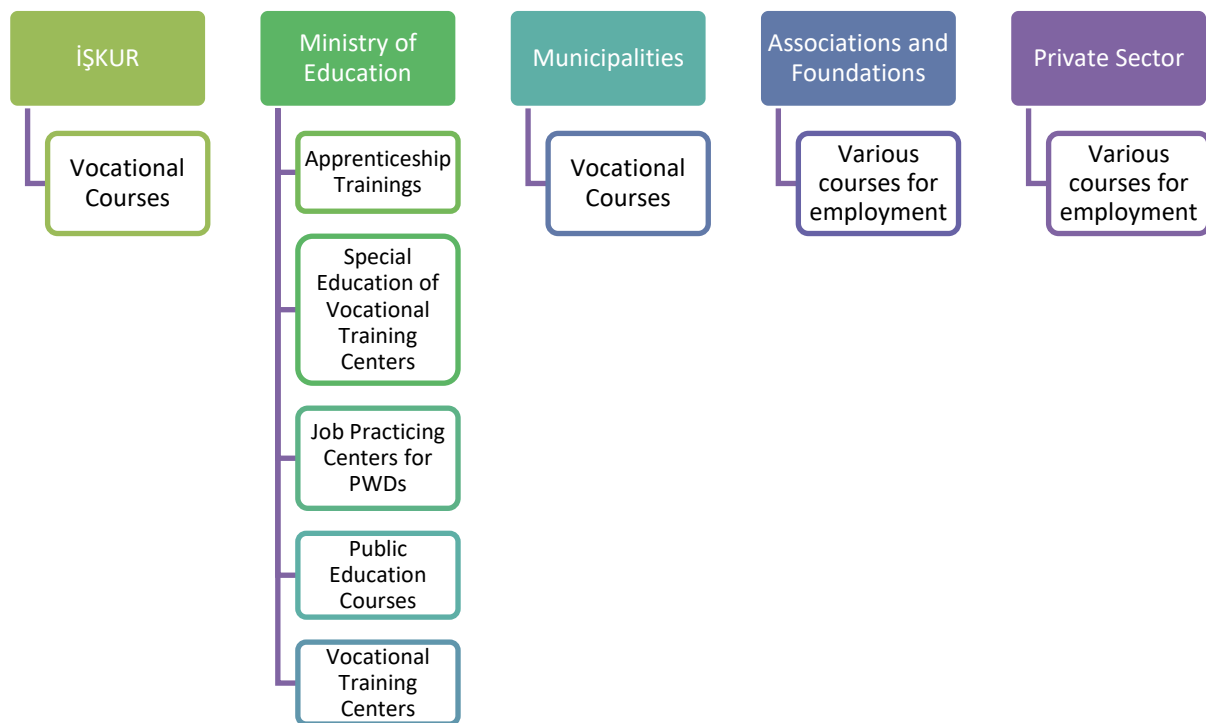
Government also owns most of the training opportunities in Turkey. Private sector has few opportunities.

The first training provider in Turkey is the Public Employment Agency, ISKUR. Apart from providing many advantages to PWDs in employment; the Agency gives vocational training courses to PWDs in all regions of Turkey. These courses involve hair designing, waitressing, office boy and office girl courses, furniture and decoration assembly worker courses, data entry control operator courses, sales person courses, technical courses on electrical systems, plumber courses, souvenir designing courses, carpet weaving courses, touristic accommodation and travel services personnel courses, home textile products designing courses, courses on computer programs etc. So, there are more than 100 sorts of courses within the context of ISKUR vocational courses. Any PWD can find some courses suitable for her/him. Courses vary according to labor market trends of whereabouts. For example, carpet weaving courses are opened in the cities that carpets are widely known and touristic accommodation courses are opened in touristic places. Similarly, in industrial regions of Turkey, qualified intermediate staff courses are opened for industry.

To be able to attend ISKUR vocational courses, a PWD must;

- ✓ be registered to ISKUR.
- ✓ prove to have at least 40% activity limitation.
- ✓ be over 15 years old.
- ✓ be unemployed when the course is provided.
- ✓ have abilities that the profession requires
- ✓ prove that he/she is not a retiree.

Courses last at most 160 days; which is implemented as at least 30 hours and at most 40 hours in a week. After the course is over, participants get certificates and it is added to their record in ISKUR. When suitable job vacancy exists, ISKUR informs PWDs about it.



Training opportunities for PWDs in Turkey

Another provider of vocational trainings for PWDs is the Ministry of Education. The ministry has Public Education Centers and Vocational Education Centers throughout Turkey for all people; which PWDs can also participate in courses. According to 2016-2017 education year statistics, the Ministry has 415 Vocational Training Centers and 986 Public Education Centers. Public Education Centers were established within the concept of lifelong learning. These Centers welcome all people, including PWDs; and try to teach new hobbies to people and increase employment chance of these people to some extent. Vocational Training Centers were established within the context of Vocational Education. These centers work hard to increase employment possibilities of participants. These trainings are more target-oriented to employment than Public Education Centers. There are no strict rules for participation to general trainings in these centers.

Apprenticeship trainings are also carried out within Vocational Training Centers. Conditions for attending apprenticeship trainings are;

- being graduated from primary school, at least.
- not being attended apprenticeship training before.
- for those who are 18 years old or older, it is obliged that the candidate mustn't under an urgent responsibility in the army.
- being able to do the work that profession requires

Apart from these, there are 242 Job Practicing Centers and 168 Special Education of Vocational Training Centers throughout Turkey; which are only for PWDs. PWDs' eligibility for continuing these centers is strictly watched by GRCs which were described above. PWDs who are willing to work are advised,

mentored, guided and counseled; they are canalized to these centers so as to gain required knowledge and skills.

Thirdly, municipalities are so active in public training courses in Turkey. Their courses are so similar to those courses ISKUR provides. They have a wide range as ISKUR's. However, they are not as target oriented as ISKUR courses. That is normal; since ISKUR is the public employment agency but municipalities don't have such a main responsibility. Municipalities give certificates to attendants of its courses; but they don't follow their job finding process as ISKUR does. PWDs can participate in these courses, they are generally prioritized. However, municipalities rarely have vocational courses that are specific to PWDs. If a PWD want to reach municipality courses in Turkey, it is enough to write "Engelli Kursları" in any search engines on internet.

Fourthly, disability associations and foundations sometimes provide free trainings to PWDs. Their range is not as large as municipality or ISKUR courses; however they aim to upskill PWDs in the most desired abilities in labor market such as computer courses, office work courses etc. PWDs can reach these courses via internet.

Finally, private sector has some training opportunities for PWDs. But, these are generally demanding some charges for training costs. So, they are not free.

9.4.3. Legal Support

Turkish regulations related to PWDs are below.

- 1) Working is defined as a right and responsibility of every citizen in Article 49 of Turkish constitution.
- 2) Article 42.8 states that the State shall take measures to promote the collection of those who need special education due to their situation.
- 3) Article 10 of the constitution clearly states that positive discrimination rights for PWDs cannot be anomalous to the principle of equality (2010 amendment).
- 4) Article 50.2 states that those who are physically or mentally incapable are specially protected in terms of working conditions.
- 5) According to Article 70 of the constitution, every Turkish citizen has the right to enter public services.
- 6) Article 70.2 states that no discrimination shall be allowed except for the qualifications required for public services.

Main source for regulating rights of PWDs is the PWDs Law (Law No: 5378). Main points for PWD employment in this Law are provided below:

- I. Article 15: No one has right to hinder PWDs from to be educated for no reason. Equal opportunities for children with disabilities, young people and adults, in special circumstances and differences, in integrated settings and with people with disabilities.
- II. Article 16.1: Public institutions and organizations have to provide auxiliary and supportive tools and equipments necessary for obstacles in order to make the places of work and their attachments suitable for the accessibility of the disabled, to take the necessary precautions to

facilitate the work of the disabled, and to enable the disabled to do the jobs required by the staff.

- III. Article 16.2: PWDs cannot be employed in jobs which entail risk for enhancing their disability and/or providing additional barriers to them.

- IV. Article 13: The right of persons with disabilities to choose their profession and receive training in this area cannot be restricted.

It is essential that disabled people can benefit from vocational rehabilitation services in order to educate them in a job they can do according to their abilities, to gain profession, to make them productive and to provide economic and social wellbeing.

Measures shall be taken to improve the work or skills of individuals in their private development and abilities in the special types of private rehabilitation centers, skills development centers and sheltered workplaces and private establishments that are to be opened by real or legal persons. The services in this area can be obtained through business and professional analysis according to the needs and service purchase. The methods and principles related to this are determined by the regulation jointly issued by the Ministry of National Education, the Ministry of Labor and Social Security and the Presidency of the Disability Administration.

Social and vocational rehabilitation services are also provided by municipalities. The municipalities cooperate with public education and apprenticeship training centers, as they deem necessary during the presentation of these services. If the disability cannot be compensated for the rehabilitation request, the disabled will receive the service from the nearest center and the relevant municipality will pay the center where the amount of service specified in the budget order is purchased each year.

- V. Recruitment; the selection process, the selection of the job, the selection process, the technical evaluation, the recommended working periods and the conditions are not allowed to discriminate against the disabled.

As a result of the disadvantage of employee disability, the treatment cannot be treated differently from the other persons concerned.

It is imperative that the measures taken during the employment process to reduce or eliminate the obstacles and difficulties that may be encountered by employees or disadvantaged persons are taken and the physical arrangements at the workplace must be carried out by the institutions, establishments and establishments having the duty, authority and responsibility in this matter. Employment of disadvantaged persons, which are difficult to recruit to the labor market due to their disability, is provided primarily through protected workplaces.

The procedures and principles regarding the protected establishments shall be regulated by the regulation jointly issued by the Ministry of Labor and Social Security, the Ministry of Finance and the Presidency of the Disability Administration.

Furthermore, Turkish Labor Law (Law No: 4857) clearly states that employers are obliged to employ at least 3 % PWDs in private workplaces where they employ 50 or more workers; and all public institutions are obliged to employ at least 4 % PWDs. If a workplace employs more PWDs than 3 % quota, social security payments of those additional PWDs are paid by government. When they have vacancies in these quotas, ISKUR is allowed to fill these quotas. Administrative fines are imposed on the workplaces that do not fill the quotas for disabled persons in the amount determined in Labor Law in spite of all the measures taken.

Apart from these, there are more rights related to employment encouragement for PWDs. Some of them are below:

- ❖ Working PWDs who have at least 40 % activity limitation) have the right for early retirement; which begins with 15 years and varies with respect to social security fund difference, severity of the disability and their starting date to work (the last one matter due to the reason that relevant regulation inured to the benefit in 2008).
- ❖ A PWD who works as a civil servant cannot have night shift and overtime service except his / her own request. (Civil Servants Law, Article 101)
- ❖ All working PWDs benefit from income tax reduction.
- ❖ Working PWDs have additional rights to take off from work in some extra conditions such as bad weather conditions, World disability days, etc.
- ❖ Within the scope of privatization of the public institutions and organizations that the disabled are working with, disabled employees cannot be removed from the workplace except for closing and liquidation cases. PWDs whose jobs should refer to the case of closure or liquidation should apply to ISKUR in the province. In this case, the compensation for job loss compensation is paid twice as much as the rights recognized by the institution to other employees.
- ❖ Legal arrangements have been made for the establishment of Protected Workplaces for mentally disabled persons with difficult employment.
- ❖ Metropolitan, provincial, district and municipal municipalities are obliged to carry out studies for the disabled. Any PWD can learn the services for the disabled by applying to the municipalities they are affiliated with.
Vocational Training Courses, Life Centers, Rehabilitation Centers, Cleaning, Service Services, Psychological Support Services, Social Assistance, Care, Information, Maintenance and Repair Services are examples of municipal services.
In order to benefit from these services, it is necessary to register with the Municipal Handicapped Service Unit.
- ❖ PWDs have some extra rights when they are entering universities and studying in them.

In addition to these rights that PWDs benefit from, parents (or custodians) of PWDs have many rights in Turkish regulations such as accompaniment regulations, income tax reduction, extra leaves and methods for the use of the leaves, early retirement, assignation and transfer rights etc.

9.4.4. Financial contribution to increase the employability and to promote employment

PWDs have many financial and social rights in Turkey. Among these, contributions that provide advantages for PWDs employment increase are below:

- I. Municipal transportation buses, underground services and sea routes are free of charge to PWDs. Those who accompany to PWDs that have a "heavy handicap" report will benefit from free transportation with the PWD.

- II. They have right to buy cars with a huge special consumption tax (SCT) reduction with respect to their severity of disability. With the condition that they have been taken with SCT reduction, they can park their vehicles in disabled parking places. At airports, they can use the municipally operated car parks free of charge. Those who have a discounted car tax may apply for a disabled car parking place by applying to the relevant municipality in front of the houses they live in. Vehicle inspection stations have the right to prioritize excise duty vehicles with disabilities.
- III. All working PWDs benefit from income tax reduction with respect to their income amount and income tax rates.
- IV. All kinds of tools, equipment and special computer programs specially designed for the education, occupation, daily life of the disabled are exempted from Value Added Tax. All kinds of equipment specially manufactured for the use of obstacles in their education, profession, daily life is in the context of this exemption (e.g. canes, writing machines, relief keyboards, audio books, orthoses used by orthopedic obstacles, prostheses etc).
- V. Several government institutions provide free courses and trainings for increasing knowledge and skills of PWDs. Graduates of some courses are prioritized in employment and some of them are guaranteed to be employed.
- VI. Students with disabilities who have moderate and severe mental impairment are exempt from joint exams. Additional time is given for the visually impaired. Students with disabilities may be exempted from joint exams with the request of their parents. So, PWDs have right to easier transition to work.
- VII. If a workplace with more than 50 employees employs more PWDs than 3 % quota, social security payments of those additional PWDs are paid by government.
- VIII. Workplaces that don't have to employ PWDs (those have fewer employees than 50) benefit from social security payment reductions. In some cases, the Treasury of the State compensates all security payments of PWDs. But, they must report it to Social Security Institution.
- IX. ISKUR gifts 36,000 to the PWDs who are setting up their own business.
- X. ISKUR supports financially the projects for the;
 - support technologies that will enable the PWDs to find a job,
 - placement of hurdles, work and workplace adaptation,
 - vocational training that enhance the employability of the PWDs.
 - protected workplace support projects.

All non-governmental organizations working with PWDs, workplaces, universities, municipalities and public institutions can submit their projects to the Provincial Directorates of Labor and Employment Institutions where they are preparing their own projects by 08 June 2018.

PWDs have been supported by government in all areas of life, as well as employment. They gain the advantage of reductions in water, electricity and internet bills, transportation costs, special consumption tax, motor vehicles tax, value added tax, income tax, real estate tax etc. in various dimensions of life; several types of allowances like homecare allowance, 18+ PWD allowance, orphans' pension (when they lose their parents), reductions in medical devices, reductions in school tuition and fees, right to visit cultural (cinemas, theatres) and touristic places free of charge, free special education and etc.

So, PWDs should register to ISKUR, municipalities and other government institutions and benefit from their advantages.

10. Breaking barriers to equal access to work for persons with disabilities

10. 1. Breaking barriers to equal access to work for persons with disabilities

People with disabilities are not a homogeneous group. They may have a physical disability, a sensory, or mental disability. They may have had a disability from birth, or acquired this in their childhood, teenage years or later in life, during further education or while in employment. Their disability may have little impact on their ability to work and take part in society, or it may have a major impact, requiring considerable support and assistance.

Work carries no less meaning to persons with disabilities. The millions of persons with disabilities around the world, who continue to be denied their right to work... remain excluded from the opportunity to realise themselves and to make a meaningful contribution to the economic, social and cultural development of their communities.

This chapter outlines an approach to the evaluation of workspace by occupants, based on their experience of working in it, which draws on the theory and methods. The first proposes a theoretical framework for users' environmental evaluation of their workspace, followed by a method for *in situ* user assessment of workspace. Evaluation is composed of a series of steps designed to measure the adequacy of employees' skills and abilities relative to the activities and needs of the companies that employ them (Dunnette & Hough, 1990, 1991).

Work environment evaluation looks primarily at the physical characteristics of the workplace as factors that affect human activities and interaction.

Typically, work environment evaluation is composed of two interdependent aspects:
➤ first, the identification of ways in which ambient environmental conditions affect the performance of tasks;
➤ second, how workers perceive and assess these conditions. In this way, work environment evaluation can justify its orientation towards studying the resulting psychosocial effects.

10.2. Accessibility

To facilitate the recruitment of persons with disabilities and job retention by workers who acquire a disability, employers should take steps to improve the accessibility of the work premises to people with different types of disability. This should include consideration of entrance to and movement around the premises and of toilet and washroom facilities. Accessibility should also be understood to include signage in use, manuals, workplace instructions and electronic information. These should be

reviewed, where necessary, for accessibility to people with visual impairment and for people with intellectual disability in particular. Accessibility for people with hearing impairment includes access to information frequently conveyed by sound – such as the ringing of a bell, a fire alarm, whistle or siren. Such facilities should be reviewed and complemented, where necessary, with alternative devices such as flashing lights.

In planning to improve accessibility, employers should consult with the disabled worker and with specialist technical advisory services, which might include organizations of persons with disabilities, and refer to any criteria established by the competent authorities.

Emergency planning should ensure that persons with disabilities are able to safely and effectively evacuate the workplace to an area of safety.

Mobility access

- Wheelchair accessible transportation
- Reserved parking
- Barrier-free meeting rooms / restrooms / podium/speaker's platform
- Compliant Ramp Access to businesses and public places
- Accessible lodging

Hearing access

- Advance copies of papers
- An assistive listening system
- Sign language interpreters
- A quiet place to gather for social conversation (a quieter space that is still visible to others should be reserved at social events or dinners so that people who are hard of hearing may go there to talk with their colleagues.)

Full access

- Large print/braille copies of the program and papers
- A student volunteer to guide and describe the artwork, computer work, etc.
- A tech to help with assistive devices and screen readers (e.g., [JAWS](#))
- Gloves to touch three-dimensional work (where permissible)

Signage

- Signage includes direction signs, emergency and hazard warnings, information notice boards and location signs. It must be clear, easy to read and understand, properly lit at night, visible and well located.
- sign surfaces should prevent glare and be of durable weather-resistant material
- colours should contrast with the surrounding surface to avoid confusing people with low vision and blindness
- colour combinations should be red and green or yellow and blue to avoid confusing people with low vision and blindness
- letters should be sized in proportion to the reading distance
- International Symbol of Access symbol should be used where appropriate (for example, in parking and toilets for people with disability).

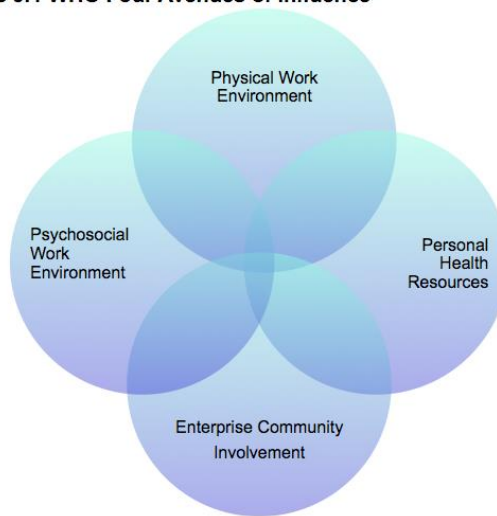
Other issues

- Notification if social events include flashing lights and noises (these can cause seizures, so either avoid them or announce them ahead of time).
- Notices asking participants to refrain from allergy-producing problems (e.g., perfumes)
- Inform food providers of food allergies (e.g., peanuts, shellfish, etc.)
- Referral information for local personal care attendant agencies
- Referral information for veterinarian care for service animals
- Access to a place to rest during the day (if the conference venue is far from the lodgings)

10.3. How to enable the environment

To create a workplace that protects, promotes and support the complete physical, mental and social well-being of workers, the expert by experience should consider addressing content in four” avenues of influence”, based on identified needs.

Figure 9.1 WHO Four Avenues of Influence



Avenues of influence



The way the Expert by Experience addresses the four avenues must be based on the needs and preferences identified through an assessment process that involves extensive consultation with workers and their representatives.

The influence of work milieu on human performance

The nature of the positive and negative influences of environmental factors on behaviour and, specifically, with the qualities workers attribute to elements of their physical environment. (how we see our work circumstances has an effect on our performance.)

First, the influence of **the work milieu on human performance**. In this category, the environment is characterized as exclusively physical, and the environment-behaviour relationship. For example, certain variables such as lighting, ventilation and noise can, under certain conditions, generate stress, which, in turn, has a negative effect on productivity (Evans & Cohen, 1987). The obverse of this argument holds that an environment conducive to the performance of work improves performance and morale (Dewulf & Van Meel, 2003).

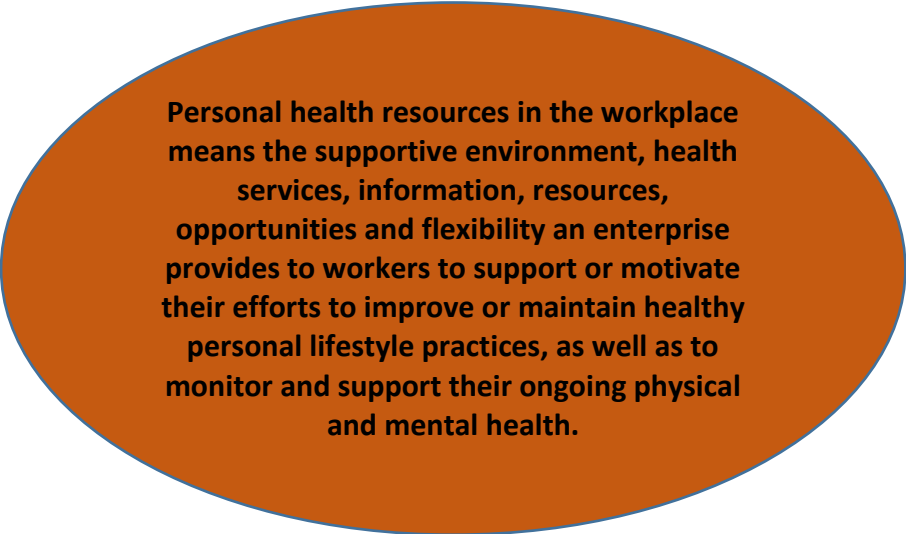
Psychosocial dimension of work environment

The second category addresses **the psychosocial dimensions** of work environments.

Psychosocial factors at work refer to interactions between and among work environment, job content, organisational conditions and workers' capacities, needs, culture, personal extra-job considerations that may, through perceptions and experience, influence health, work performance and job satisfaction.

Fundamental individual factors include the worker's capacities and limitations relative to job demands, and the fulfilment of needs and expectations. Working conditions and the work environment include the task itself, physical conditions at the jobsite, worker/co-worker/supervisor relations, and management practices. Factors external to the workplace but relevant to psychosocial concerns at work include familial or private-life concerns, cultural elements, nutrition, ease of transport, and housing.

Psychosocial factors at work: refers to INTERACTIONS like \Leftrightarrow Work environment, Job content, Organisational conditions, Workers' capacities, needs and expectations, Customs and culture, Personal extra-job conditions that may influence reflection on \Rightarrow Work performance, Job satisfaction, Health.



Personal health resources in the workplace means the supportive environment, health services, information, resources, opportunities and flexibility an enterprise provides to workers to support or motivate their efforts to improve or maintain healthy personal lifestyle practices, as well as to monitor and support their ongoing physical and mental health.

Resources in the workplace

Examples of personal health resource issues in the workplace: Workplace conditions or lack of information and knowledge may cause workers to experience difficulty adopting healthy lifestyles or remaining healthy. For example:

- **Physical inactivity may result from work hours, cost of fitness facilities or equipment, lack of flexibility in when and how long breaks can be taken.**
- **Poor diet may result from lack of access to healthy snacks or meals at work, lack of time to take breaks for meals, lack of refrigeration to store healthy lunches, lack of knowledge about healthy eating.**
- **Smoking may be allowed or enabled by the workplace environment.**
- **Alcohol use or abuse may be encouraged, tolerated or enabled by workplace practices**
- **Poor quality or quantity of sleep may result from workplace stress, workloads or shiftwork.**
- **Illnesses may remain undiagnosed or untreated due to lack of accessible and/or affordable primary health care.**
- **Lack of knowledge or resources for prevention of sexually transmitted diseases (STDs) may result in high levels of HIV infection or other bloodborne STDs.**

Examples of ways to provide personal health resources in the workplace: The enterprise may provide a supportive environment and resources in the form of medical services, information, training, financial support, facilities, policy support, flexibility or promotional programmes to enable and encourage workers to develop and continue healthy lifestyle practices. Some examples are:

- **Provide fitness facilities for workers, or a financial subsidy for fitness classes or equipment.**
- **Encourage active transport as opposed to passive transport in work activities whenever possible, by adapting workload and processes.**
- **Provide and subsidize healthy food choices in the cafeteria and vending machines.**
- **Allow flexibility in timing and length of work breaks to allow for exercise.**
- **Put no smoking policies in place and enforce them.**
- **Implement promotional campaigns or competitions to encourage physical activity, healthy eating, or other “fun” activities in the workplace.**
- **Provide information about alcohol and drugs, and employee assistance counseling services.**

<ul style="list-style-type: none"> • Provide smoking cessation programmes (information, drugs, incentives) to assist smokers to quit smoking.
<ul style="list-style-type: none"> • Implement healthy shiftwork policies, allow worker choice of shifts as much as possible, and provide guidelines for restful and effective sleep.
<ul style="list-style-type: none"> • Provide confidential medical services such as health assessments, medical examinations, medical surveillance (e.g. Measuring hearing loss, blood lead levels, HIV status testing) and medical treatment if not accessible in the community (e.g., antiretroviral treatment for HIV).
<ul style="list-style-type: none"> • Provide confidential information and resources (e.g. condoms) for prevention of STDs.

Enterprise community involvement

Enterprises exist in communities, affect and are affected by those communities. Since workers live in the communities, their health is affected by the community physical and social environment.

Examples of community issues that affect the workplace: Some global and local community problems that may affect workers are:

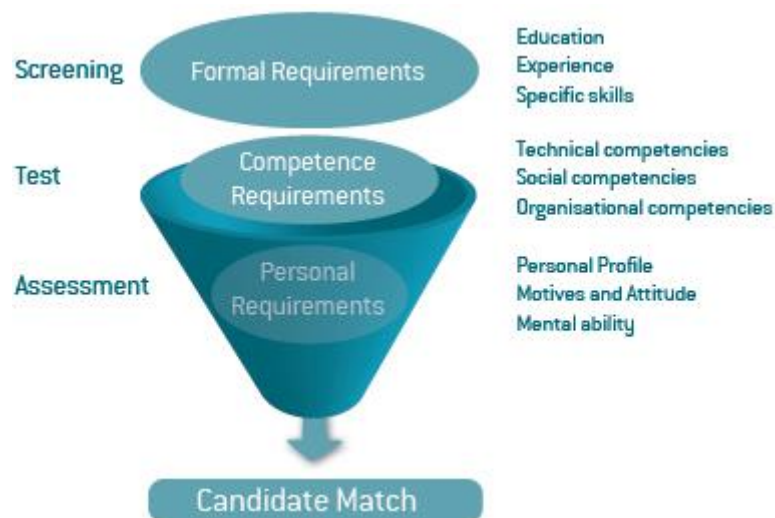
- poor air quality in the community;
- polluted water sources in the community;
- lack of expertise or knowledge about health or safety in the community;
- lack of access to primary health care for workers and their families;
- lack of national or regional laws protecting the rights of women or other vulnerable groups;
- lack of literacy among workers and their families;
- community disasters such as floods, earthquakes;
- lack of funds for local non-profit enterprises or causes;
- high levels of HIV infection in the community, and little access to affordable prevention or treatment resources;
- lack of community infrastructure or safety to encourage active transport to and from work and during leisure time.

Examples of ways enterprises may become involved in the community:
The enterprise may choose to provide support and resources by, for example:
<ul style="list-style-type: none"> • Provide free or affordable primary health care to workers, and including access for family members, SME employees and informal workers.
<ul style="list-style-type: none"> • Institute gender-equality policies within the workplace to protect and support women or protective policies for other vulnerable groups when these are not legally required.
<ul style="list-style-type: none"> • Provide free or affordable supplemental literacy education to workers and their families.
<ul style="list-style-type: none"> • Provide leadership and expertise related to workplace health and safety to SMEs without such resources in the community.
<ul style="list-style-type: none"> • Implement voluntary controls over pollutants released into the air or water from the enterprise.
<ul style="list-style-type: none"> • Implement policies and practices to employ workers with physical or mental disabilities, thus
Influencing unemployment and cultural issues in the community.
<ul style="list-style-type: none"> • Encouraging and allowing workers to volunteer for non-profit organizations during work hours.
<ul style="list-style-type: none"> • Provide financial support to worthwhile community causes without an expectation of concomitant enterprise advertising, or requirements for community purchase of enterprise products.
<ul style="list-style-type: none"> • Work with community planners to build and ensure practicality and safety of bike paths, sidewalks, public transport system, and improved security.

10.4. Recruitment and Screening Process

Preparing for recruitment

The principle of non-discrimination should be respected throughout the recruitment process, to ensure maximal benefit to the employer and equitable opportunities for candidates with and without disabilities.



The process of recruitment and screening

Employers should ensure that the recruitment process attracts applications from as many qualified people with disabilities as possible. They could do this, for example, by consulting with the employment service for disabled persons, or other special agencies by ensuring that job vacancies are publicized in a format which is accessible to people with different disabilities – in print, on radio, on the Internet – by providing job application materials in a range of formats.

Where employers rely on agencies for the management of recruitment, the competent authorities could collaborate with employers' organizations, relevant organizations of persons with disabilities and advertising associations to develop advertising practices which attract applications from jobseekers with disabilities. Competent authorities should assist employers by facilitating the recruitment of disabled persons through the use of effective job placement services. The competent authorities should also facilitate the arrangement of technical advice, wage subsidies and other incentives as appropriate. Organizations of employers and workers, and competent authorities, where appropriate, could prepare guidelines to assist in the employment of people with disabilities in urban and rural areas. These guidelines should reflect national and sectoral circumstances. Employers' organizations could support the recruitment of workers with disabilities by working with service agencies, employment services, by hiring an expert by experience, or organizations of persons with disabilities to ensure that the services provided effectively meet employer needs. In considering a candidate with a disability for a specific job, employers should be open to making adjustments, if required, in the workplace, workstation and work conditions, to maximize the ability of this candidate to perform the job.

Advice and guidance on appropriate adjustments may be obtained from employment services or specialist agencies, including organizations of or for persons with disabilities. Adjustments, where required, should be planned in consultation with disabled and non-disabled workers, and be made with the agreement of workers' representatives, the Expert by Experience, and the disabled worker(s) involved.

10.5. Analysing the job

Analysing the job means the procedure of gathering information about a job. This process involves two sets of information:

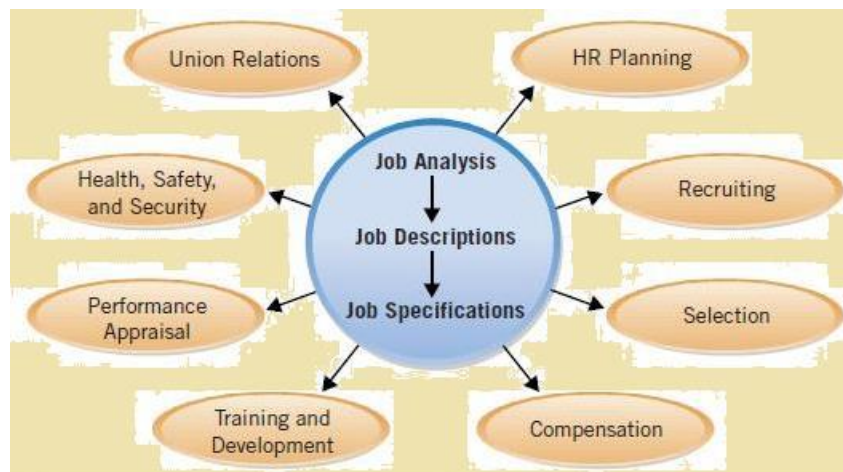
1. Job Description
2. Job Specification

Before going into these two sets let us talk about a few definitions of Job Analysis.

- Job Analysis is a method of collecting and studying about the information related to a particular job. It includes the operations and tasks of a specific job.
- Another meaning of Job analysis is a complete examination of activities in a job. It can be considered a technical procedure that can be used to classify the duties and responsibilities of a job.
- It can also be defined as a group of tasks which can be performed by a lone employee towards the production of some services or products of an organization.

The Expert by Experience taking it in a specific manner, Job Analysis involves the below steps:

→ Recording and collecting the information related to a job.
→ To check the accuracy of the job information.
→ Note down the Job Description as per the data gathered.
→ Use the data to determine the skills and knowledge that is required for a particular job.
→ Updating the gathered information from time to time.



Job description

Methods of Job Analysis

The most general Job Analysis methods are discussed below:

1. Observation Method: In this method the job analyst observes the employees work and records all the tasks that are performed and also those that are not performed. This may seem to be an easy method of job analysis, but it is the most difficult one. The main reason being that every person has a different way of observing things, which might involve personal bias, likes and dislikes which will not give the desired results.

2. Interview Method: In this method the manpower is interviewed. The employee under this method comes up with different ideas towards their working style, problems faced by them and uncertainties or insecurities faced by them. It helps the organization in knowing exactly what the employees are thinking about their jobs. This helps in minimizing errors as not only one employee is interviewed, but everyone in the organization is interviewed.

3. Questionnaire Method: This is another common method of Job Analysis, which uses a questionnaire to be filled by the employees. Care should be taken while framing questions for this, because this method also suffers from bias by the superiors. It is always better if the staff is communicated in a better way to make them understand that the data collected is for their own good. Here different types of questionnaires are prepared for different grades which is also time consuming.

As mentioned earlier Job Analysis is classified into two parts, Let us now discuss these two important parts:

Job description

This is a very vital document which is usually explanatory in nature. It consists of both organizational as well as functional information. The expert by experience provides information as to the scope of activities, position of the job and the responsibilities. It gives the employees a very clear picture of what is required of him to meet the goals of his job.

A good Job Description must consist of the following:

1. It should include the nature and scope of the job along with accountability.
2. A good Job Description should be lucid about the position, responsibilities and duties.
3. The complexity of the job.
4. The amount of skills required for that particular job.
5. How far are the problems consistent?
6. The level of responsibility the worker has for each stage of work.

Contents of Job Description

Usually the Job Description consists of the following:

→ Job classification: This includes title of the job, alternate title if any, job code, division or department etc. The title of the job designates the job properly and division or department indicates which department and location does the employee work.
→ Job Summary: It serves two purposes here; one is that when the Job Title is not sufficient it gives additional information on the job. Secondly it gives more descriptive information about the particular job.
→ Duties and Responsibilities: This lists out the entire duties and responsibilities of a particular job. Sometimes duties and responsibilities are also listed for particular skills and their incidence of occurrence.
→ Relation to other jobs: This gives the employees a fair amount of picture as to the hierarchy of the position. Like to whom they are reporting: senior, junior, etc.

Job specification

Job Specification converts the job description to qualifications that are required for, in performing the job. This is usually a statement which consists of qualification, characteristics, traits etc, for an employee to possess to perform his duties. The first thing here is to prepare a directory of all jobs and then the next step is to make a write up of each and every job.

The following are the contents of Job Specification:

→ Physical Qualifications: These qualifications or specifications vary from job to job. Physical Qualifications are nothing but the capabilities of employees. These include height, weight, hearing, vision, capacity to handle machines etc.
→ Mental Qualifications: This includes the ability to interpret data, calculations, planning, general knowledge, judgement, memory etc.
→ Social and Emotional specifications: This is vital for the role of Managers and Supervisors. It includes emotional constancy and elasticity. It also includes the way they dress, personality and relationship.
→ Behavioural Qualifications: This qualification is very important in selecting employees for higher levels of management. This specification asks to depict the acts of the managers rather than traits which cause those acts. This includes creativity, research, maturity level, dominance etc.

10.6. Adjustments and adaptation

Adjustments

In recruiting or retaining workers with disabilities, employers may need to make an adjustment or adjustments in some cases to enable the individual to perform the job effectively. For the sake of convenience, provisions regarding the different types of possible adjustments are grouped together in this section. It is emphasized, however, in many cases, such adjustments are not required.



Adjustment

Adaptations



Adaptability

Adaptations may be required to the workstation to enable the worker with a disability to perform the job effectively. In planning adaptations, employers should consult with the disabled worker involved and with worker representatives, the expert by experience.

- | |
|---|
| ➤ Adaptations may be required to tools and equipment to facilitate optimal job performance. These, too, should be planned in consultation with the disabled worker, and worker representatives. |
| ➤ For some workers with disabilities, it may be necessary to review the job description and make changes – for example by deleting a part of the job which the person is unable to perform and replacing this with another task or tasks. |
| ➤ Flexibility of work schedules can be a significant factor in enabling some individuals with disabilities to perform a job satisfactorily. This should be considered, once again in consultation with the workers concerned and their representatives. |

- Performance requirements may need to be reviewed, in consultation with the disabled workers and their representatives, particularly at an early stage after recruitment, or after an existing employee has acquired a disability.

10.7. Employer's Accommodation Process

Accommodation Process
1. There is a designated office and responsible central person to address accommodation questions from applicants, employees, and supervisors who have received an accommodation request
2. A decision-making process for the case-by-case provision of accommodations is in place and has been communicated throughout the organization, preferably as a written policy
3. The reasonable accommodation organizational process is reviewed periodically to ensure that it continues to work well
4. There is an established grievance procedure to address reasonable accommodation issues that incorporates due process standards
Accessible Facilities and Communication
1. Existing facilities are accessible to applicants and employees with mobility and communication disabilities (e.g. ramps where appropriate, Brailled signage, etc.)
2. Parking areas and transportation are accessible to applicants and employees with disabilities
3. The organization selects and conducts employee social events in accessible facilities
4. Any networked HR information is accessible and/or available in alternate formats (print, large print, Braille, computer disk, audiotape)
Human Resource Policies and Practices
1. The organization has an articulated commitment from the top management to promote disability nondiscrimination

2. The organization's HR department is flexible in its application of HR policies, when needed as an accommodation (e.g. flex in work hours, extension of disability leave, reassignment to a vacant position, etc.)
3. The organization keeps data on accommodations to document the organization's accommodation efforts and to facilitate timely response to similar requests in the future
4. The organization has written job descriptions identifying essential job functions
5. Jobs and specific tasks are apportioned in a way so that employees with disabilities are not isolated from other employees
6. When marginal tasks are reassigned to another employee as an accommodation to an employee with a disability, the other workers are involved in a manner that maintains perceptions of fairness and equity
Personnel Training and Information
1. Diversity training and information reflect disability issues in their considerations
2. Supervisors have been instructed in the ADA's requirements, the accommodation process, their role when an accommodation request is made, and possible changes in supervisory approaches when needed as an accommodation (e.g. the substitution of written job instructions for verbal, etc.)
3. Health and safety personnel have been instructed in the ADA's requirements, the accommodation process, and their role when an accommodation request is made
4. Disability management personnel have been instructed in the ADA's requirements, the accommodation process, and their role when an accommodation request is made
5. Employee assistance personnel have been instructed in the ADA's requirements, the accommodation process, and their role when an accommodation request is made
6. Communication/information technology personnel have been instructed in the ADA's requirements, the accommodation process, and their role when an accommodation request is made
7. Occupational health personnel are informed of the organization's adherence to the ADA and its accommodation requirements

8. Third party administrators of health, long-term disability, sick leave, and occupational injury/workers' compensation plans are informed of the organization's adherence to the ADA and its accommodation requirements
9. Procurement personnel have been informed of the importance of selecting equipment with consideration for accessibility features for people with disabilities
Knowledge of Appropriate Resources
1. The organization has identified resources to assist in acquiring or modifying equipment/devices used on the job or the work environment when needed as an accommodation
2. The organization has identified resources to assist in providing qualified readers or interpreters for applicants and employees who request them
3. The organization has identified resources to assist in addressing accessibility concerns for applicants and employees regarding web sites, computers, and information technology
4. The organization has identified resources to assist with accommodating workers with mental health or psychiatric accommodation considerations
5. The organization has identified community resources to assist with vocational rehabilitation, supported employment/job coaching, transportation, and housing considerations of people with disabilities, when needed.


11. The psychological and psycho-pedagogical assessment

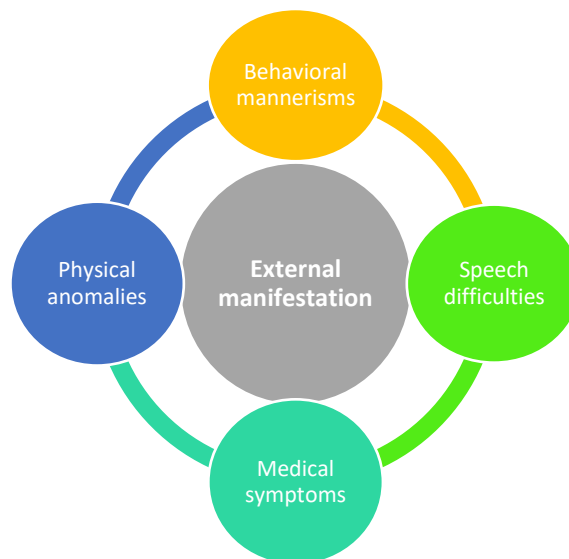
When conducting assessments, it is essential to consider the interaction between the individual with a disability and his or her environment. The dimensions of this interaction include how the individual functions over time, in varied situations, and in response to changing environmental demands (Bruyère & Peterson, 2005; Bruyère et al., 2005; Peterson, 2005; Radnitz, Bockian, & Moran, 2000; Reed et al., 2005; Scherer, 1998; Simeonsson & Rosenthal, 2001).

For example, understanding co-workers' attitudes, family members' responses, workplace design elements, or the effect of work accommodations is important in assessing individuals with disabilities (Bruyère & Peterson, 2005; Bruyère et al., 2005; Chan et al, 2009; Hurst, 2003 & Szymanski, 2000 (both as cited in Reed et al 2005); Peterson, 2005; Reed et al., 2005).

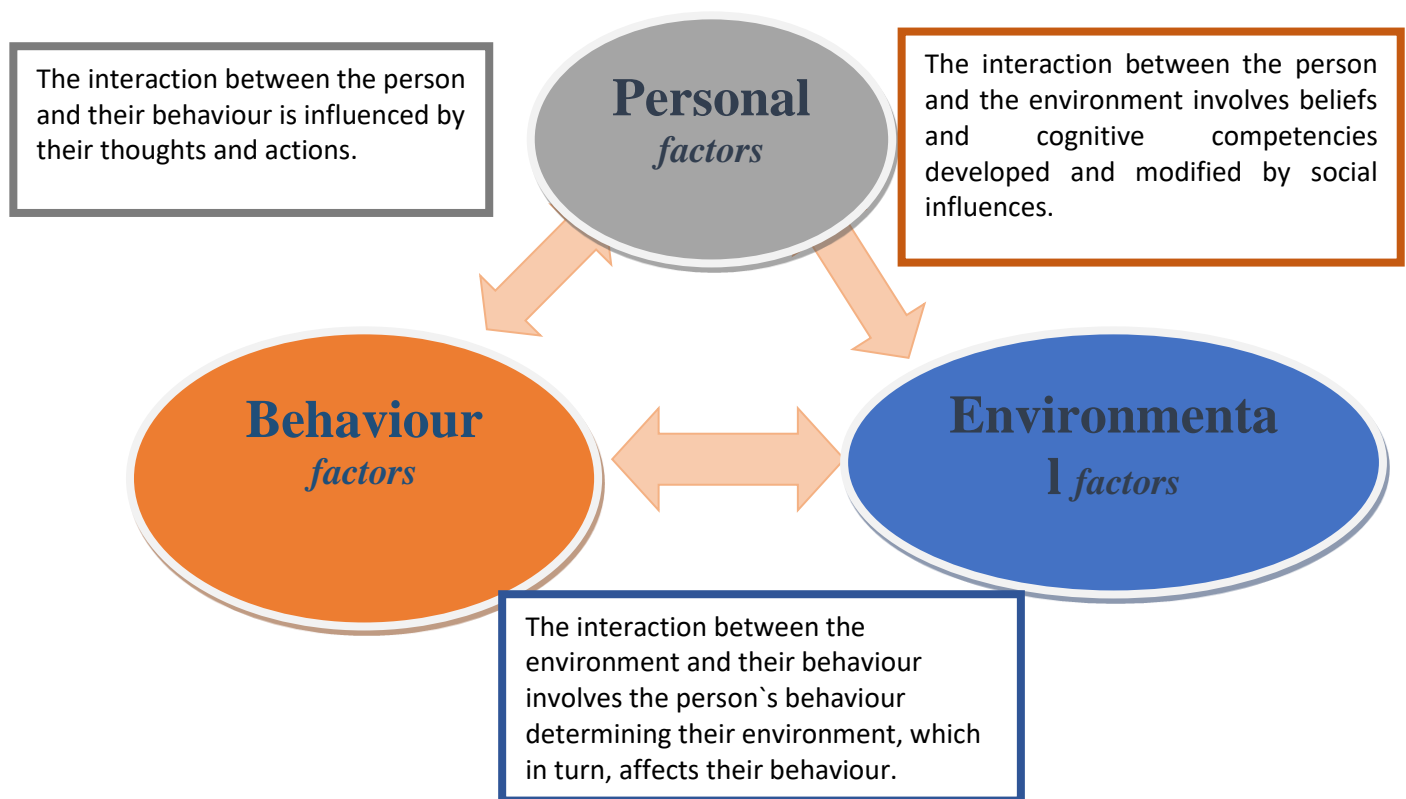
When appropriate in the context of the assessment's goals, **the Expert by Experience** can ask about:

- the person's type and origin of disability;
- the client's perception of disability-related strengths and limitations;
- the functional impact of the person's disability;
- the reactions of others to the person's disability;
- required aids, accommodations, treatments and medications;
- and necessary lifestyle modifications (Olkin, 1999b; Vane & Motta, 1987).
-

 It is important to watch not only **external manifestations** of the person's disability, such as **behavioural mannerisms**, **speech difficulties**, and **medical symptoms** or **physical anomalies**, but also a wide range of other **functional domains** (e.g., level of arousal, language, psychomotor and motor functions, cooperation, interpersonal skills, cognition, mood, affect and emotional state, frustration tolerance, coping and insight (Vanderploeg, 2000).



External manifestations of the client's disability



What defines personality

Functional assessment measures how a person interacts with the environment and focuses on various domains of real-life skills that enable the person to independently engage in his/her environment (Halpern & Fuhrer, 1984 as cited in Crewe & Dijkers Chapter, in Bedell, 1994; NASP, 2000; Shriver, Anderson, & Proctor, 2001). This assessment focuses on social behaviour, activities of daily living, family, school or work behaviour, communication, motor skills and functional academic skills and ensures disability accommodations in an assessment setting.

For example, for the parenting capacity of an individual with mobility restrictions to be functionally assessed, the home environment needs to be appropriately adapted. Subsequently, both behaviour and environment may become targets for intervention (Bruyère & Peterson, 2005; Bruyère et al., 2005; Gaylord-Ross & Browder, 1991; McComas, Hoch, & Mace, 2000 as cited in Shapiro & Kratochwill, 2000; Peterson, 2005; Reed et al., 2005; Yoman & Edelstein, 1994).

A multidisciplinary perspective is considered in assessing clients with disabilities. For example, functional assessment of work-related communication and social skills of a person with severe brain injury may require a team comprising a psychologist or a neuropsychologist, a speech and language therapist, an occupational therapist, a vocational rehabilitation counsellor and others, to facilitate appropriate instrument selection, administration and interpretation.

11.1. Vocational Education- a successful road to independence

Determining how to define your personality can be challenging. But knowing what your personality is can help you understand yourself and others better. By defining your personality, you can think about the positive traits you possess that make you a good person and reflect on traits that you may still need to work on. Everyone has positive and negative traits and defining your personality can help you determine where you personally shine, and where you may still want to grow. You can easily define your personality if you determine how you describe yourself and explore some of the more popular and researched systems of defining personality.



Determining how you describe yourself

1. **Make a list of your traits.** Traits are the parts of you that don't usually change much over time. They are characteristics about you that may be positive, while others might be a bit more negative. Your personality is the sum of all these traits and characteristics and is what makes you a unique person.

Listing your traits can help you define your personality.

- | |
|---|
| <ul style="list-style-type: none">• For example, you might write that you are sensitive, caring, stubborn, determined, ambitious, hard-working, and dependable. |
| <ul style="list-style-type: none">• Use words that describe how you think, behave, and feel in general. |
| <ul style="list-style-type: none">• For instance, you could include: calm, a night owl, sociable, a good planner, or helpful on your list. Look at lists of personality traits online that others have used to define themselves. See which ones are applicable to you, then add words of your own. |

- Include words that family and friends frequently use to describe you. For example, if they are always telling you that you're comical, put it on the list. You may even ask family and friends to help you find descriptive words for yourself.



Examine your attitude and actions

2. **Examine your attitude and actions.** Some studies suggest that your personality influences how you approach situations and your outlook on life. Other research suggests that personality traits influence behaviour.

Look at your attitude and actions to understand how to define your personality.

- | |
|--|
| <ul style="list-style-type: none"> • Consider your attitude towards change. Write about a major change in your life. For example, you may write that you felt nervous and worried when you moved. |
| <ul style="list-style-type: none"> • Think about how you handle challenges and obstacles. Then consider how likely you are to take risks, and how you respond to failure or set-backs. Write down the personality traits that come to mind. |
| <ul style="list-style-type: none"> • For example, think about how you react when someone is rude to you. You might write, "I calmly tell them to stop and try to figure out what's wrong." |
| <ul style="list-style-type: none"> • Think about the things you do. Would you describe them as individual activities or social? |
| <ul style="list-style-type: none"> • For example, gardening, reading, and painting are individual activities. Social activities are things like team sports and participating in clubs and organizations. |



Pick three characteristics that summarize you

3. **Pick three characteristics that summarize you.** Think about three words that could be used to describe most of the things on your list. These three words will help you define your personality.

Look over your list and find the words that could be used as synonyms, or to describe some of the other words.

<ul style="list-style-type: none"> For instance, 'ambitious' could be a word to summarize being determined, hardworking, and goal-oriented.
<ul style="list-style-type: none"> As another example, energetic, fun-loving, independent, and thrill-seeking could be described by the word 'adventurous'.
<ul style="list-style-type: none"> Identify those three (no more than five) words that would tell someone about you in general if that was all they had to go on.
<ul style="list-style-type: none"> You might determine that you are outgoing, active, and easy-going, for example.

The purpose of the Vocational Education Program is to offer young people the opportunity to acquire an independent life - according to the reference criteria of a European Union citizenship - although they belong to a vulnerable group. This independence refers to obtain a workplace and a salary in accordance with the skills and abilities of their work.

The successful road to independence is based on a structured curriculum that covers the period of transition from school to work.

To allow transition from school to work, the education structure requires certain methods and instruments by which the specialists can tailor young people. The Vocational Education program operates in different European countries in order to eliminate the segregation perceptions of persons belonging to various vulnerable categories.

The reasons of segregation do not offer a chance to these youngsters to experience a lucrative environment, a working environment, so they become the victims of social exclusion of the society. The **objective** of the Vocational Education program is in the first place dedicated to young people, regardless of their type of vulnerability, **to be ready for employment**, and secondly, to **employers to become partners** in their engagement through opening and acceptance. (Erzsébet Banga, 2016)

11.2. The Basics of Vocational Assessment

What is vocational assessment?

Vocational assessment is the process of determining an individual's interests, abilities and aptitudes and skills to identify vocational strengths, needs and career potential.

Vocational assessment may use a variety of standardized techniques (e.g., tests) or nonstandardized approaches (e.g., interviews, observing people). Vocational assessment is part of the vocational guidance process and usually results in recommendations for training or employment.



Why conduct vocational assessment?

Vocational assessment may be used to determine a person's potential, the content of a vocational training programme, his or her employability or ability to adapt to different work environments. Depending on the perspective, vocational assessment has many benefits.

Vocational assessment assists an individual to make realistic job training and career choices based on their interests, aptitudes and abilities and the realities of the job market.

The Expert by Experience helping in the process of the vocational assessment should focus on identifying abilities and strengths that can be used in training and work situations. She/ he and a specialist should compare these to viable job requirements and make recommendations. For people with disabilities, the recommendations may also include the need for support services, assistive devices, job accommodations or address other disability-specific issues that will further the person's training or job success.

WORK PROCEDURE



11.3. The psychological and psycho-pedagogic assessment

The assessment is the most important tool of the applicant's profile. Having in regard that, on the basis of this instrument, those characteristics will be defined upon which the integration and mediation of a workplace will be build. The purpose of the Profile is to gather information, to structure the information relating to the employment seeking persons' skills which may potentially increase, and which would be able to develop after psycho-pedagogic programs/interventions.

There will be evaluated:

- Establish intelligence level in order to define the work capacity
- Abilities/ social skills observation in real situations of life in the framework of intervention programs
- Measurement of health status
- Social environment in which he lives
- Family/institutional environment from relational point of view
- Applicant perception on the place of work, motives, aspirations, preferences,

The components of the Profile:

The establishment of the level of intelligence and understanding

• Anamneses
• Mapping the social conditions of life
• Identify the present status
• The level of development at evaluation moment
• Conclusion, proposals

Methods used to establish the degree of intelligence:

- Discussions, interviewing,
- Observation,
- The use of assessment tools: questionnaires, tests, - setting the level of attention, concentration, abilities, skills,
- Practical tests carried out under specialists coordination - to have a vision on the neuromotoric skills in relation to cognitive ones.

Within some simple sport or playing activities, the expert by experience can observe the necessary skills to obtain employment: (punctuality, complying with rules, socializing behaviour, behaviour in the middle of friends, reaction in critical situations, personal hygiene, and cleanliness - clothes after activities of sport.). The observations made under such practical activities will show us how he will behave in a future place of employment.

Establishing the level of social skills development

Having in regard the various categories of vulnerable persons, differences shall be carried out in the assessment of the social skills.

Persons with intellectual or associate disabilities have:

- Difficulties of communication
- Difficulties of self-knowledge
- Difficulties in defining desires and personal aspirations
- Difficulties in solving relational problems
- Difficulties in the identification and analysis of certain relational matters

Persons who come from disadvantaged social environment:

- Have difficulty of self-knowledge
- Have difficulty in defining the desires and personal aspirations
- Have an distorted image of self
- Affective immaturity
- Difficulties in problems solving
- Difficulties of self-control

Establishing the health status

Establishing the health status is important in order to obtain employment, it defines the limits of the individual functionality. Each applicant has justifiable documents from the doctors, issued by the institutions of reference (medical referral, certificates of disability, social investigation).

- The health status: physical, somatic, aural, visual, mental, associated
- In addition to applicant's documents, each functionality field of the health status will be evaluated in order to identify any difficulties unnoticed by the family, the applicant or dependents.

Assessment of the social environment - is achieved by the social assistant through the social investigation completion.

Assessment of family/institutional environment from emotional point of view

- is carried out within the visit of the social investigation completion. It is a family visit, family member's acknowledgement. In the case of young people from the special protection, we should contact the institution in which the young have grown up; contact the social assistance of the institution.

The following ten steps as part of the vocational guidance process:

- | |
|---|
| 1. An interview with a vocational guidance officer |
| 2. Examination of record of work experience |
| 3. Examination of scholastic or other records relating to education or training received |
| 4. Medical examination for vocational guidance purposes |
| 5. Appropriate tests of capacity and aptitude and, where desirable, other psychological tests |
| 6. Ascertainment of personal and family circumstances |
| 7. Ascertainment of aptitudes and development of abilities by appropriate work experiences and trial and other similar means |
| 8. Technical trade tests, either verbal or otherwise, in all cases where such seem necessary |
| 9. Analysis of physical capacity in relation to occupational requirements and the possibility of improving that capacity |
| 10. Provision of information concerning employment and training opportunities related to the qualifications, physical capacities, aptitudes, preferences and experience of the person concerned and to the needs of the employment market. |

Who conducts vocational assessments?

In many settings vocational assessment is carried out by a multidisciplinary team that may include, depending on the setting and person's disability, specialists from fields such as occupational therapy, rehabilitation medicine or psychiatry, psychology, social work, vocational guidance, education and rehabilitation, expert by experience. Employers or specialists from a technical field may also be involved.

In some countries or settings (such as a vocational rehabilitation facility), a specially trained vocational evaluator, knowledgeable a variety of disciplines related to assessment, conducts a vocational evaluation. Such evaluations are usually supplemented by assessments done by a psychologist, medical personnel or others depending on the person's disability.

Vocational assessment personnel should be knowledgeable about the labour market, job and training opportunities so that the recommendations they make are realistic.

The person with a disability should be kept fully informed about the processes and their purposes. Family members, employers, trainers or others may also be involved in the process.

What is assessed?

In the narrowest sense, vocational assessments are usually concerned with the correlation between a person's abilities and skills and job requirements. However, since many issues other than skills and aptitudes influence job success, most vocational assessments take a more holistic approach. (extensive).

The following is assessed as part of a comprehensive vocational assessment (assuming a medical or psychiatric assessment has already taken place):

• History, education, employment, background, etc.
• Psychosocial strengths and development
• Independent living skills
• Literacy
• Knowledge of the world of work
• Abilities/aptitudes
• Technical/ job skills
• Generic work behaviours (social, communication, etc.)
• Job seeking skills
• Job readiness
• Special needs

What are the techniques or methods used in vocational assessment?

Vocational assessment includes a variety of methods and assessment techniques. Some are standardized, and some are nonstandardized, that is are less formal and more subject to individual bias or educated judgment. As noted, standardized methods include various tests or work samples that have norms or averages from the general population against which the person's score or outcome is based. Nonstandardized methods may include observation of a person working. Nonstandardized methods are important and a mix of approaches will produce the best assessment, which can be made by the expert by experience, alongside with a specialist.

Vocational assessment includes the following techniques and tools:

• Background information and reports of other professionals and the individual
• Interviews with the person with a disability and perhaps his or her family, former teachers, employers or others
• Checklists (for use by professionals or the individual being assessed)
• Vocational exploration and counselling to clarify goals and help direct the process
• Paper and pencil tests, including a variety of standardized psychometric and psychological tests (some which must be administered by a trained psychologist)
• Work Samples (work tasks that require individuals to perform work and compares his or her performance to that of others)
• Situational Assessment (observing people in work or training settings)
• Job-tryouts

What are work samples?

Work samples are real or simulated work tasks that are used for both assessment and job exploration processes. By engaging in such tasks, the individual tests his or her ability to complete the tasks against a norm (collected data about the average performance of a certain population or normative group). Through direct experience, the individual confronts his or own abilities and skills in relation to the task. The evaluator, the expert by experience, through observation and a comparison to norms is able to make some assessment and judgment about the person's capabilities.

What is meant by situational assessment?

Situational assessment involves placing the person in an actual work situation to assess their performance. Situation assessments are commonly used in rehabilitation facilities that have workshops and typically used to assess work behaviours, work tolerance, ability to follow instructions, work with others, etc. However, such assessments can also be used to assess specific work skills and abilities. If a situational assessment is coordinated with specific job analysis (a checklist of sorts that outlines all the requirements of a particular job) it can be most effective in determining a person's ability to use a job.

Training centres and individual's classroom or experiential activities can provide a venue for situation assessment as well as vocational exploration.

A job try-out is like a situational assessment, but it is usually at the end of the assessment process when the individuals is fairly certain about what he or she wants to do and seems to have all the requisite aptitudes, abilities and skills. The expert by experience arranges for a short job try-out to determine if the person can do the job and if it is a good fit.

How are the methods used in assessment?

A skilled and experienced evaluator will use the variety of methods noted, such as reviewing background information, interviewing, providing vocational exploration experiences, using tests and checklists as well as work samples, situational assessment, job try-outs and even individually tailored assignments to help a person determine the career potential and direction. The following are general approaches for each of the major areas of assessment.

How do you assess relevant psychosocial issues?

Psychosocial factors refer the behaviours, attitudes and lifestyle conditions that can contribute to the individual's success in training or on-the-job.

Some of these factors include:
• Motivation
• Self-esteem
• Social and communication skills
• Family situation
• Social life
• Personal stability and strengths
• Personality characteristics
• Problem solving skills
• Life goals
• Economic and financial situation

Many of these factors and their significance to the workplace will be culturally determined. However, they can be crucially important to success in the workplace.

These can be assessed by use of:

- Interviewing techniques
- Checklists (commercially available or designed to suit needs)
- Personality tests and inventories
- Psychological and aptitude tests
- Review of background information.

Note that many personality or psychological tests are culture bound and require administration by a trained psychologist.

How do you assess independent living skills?

It is important to have some assessment of a person's independent living skills, such as:
• Self-care
• Grooming
• Ability to tell time and time management
• Ability to handle finances
• Ability to use transportation
• Ability to maintain a home
• Etc.

These can be assessed through various methods:

- Interviewing
- Checklists
- Paper and pencil tests
- Specially designed experiences
- Observation

11.4. Theoretical bases of integration through supported employment mediation

What is supported employment?

The Supported Employment is an international specialized integration service at a workplace implemented in order to assist and mediate an employment for a category of vulnerable persons performing a transitional period, from school to a place of work or from an extended period of inactivity to employment resumption.

Supported Employment may be regarded as a form of integration approach because emphasizes the right of all persons at mutual respect of dignity, the right to free choice, entitlement to safety and the right to society integration as a citizen with full rights.

Supported Employment Centers wish to facilitate implementation of integration and development system through employment, giving support, consultancy and collaboration to those institutions which deal with the integration of persons belonging to vulnerable groups.

The purpose is to facilitate the integration services development into three directions:

- services offered to vulnerable person,
- consulting services and training to companies,
- training of specialists and assistance of specialists in supported employment.

The main objective is the integration of people with disability, based on an integrated methodology of professional training, integration at a place of work and monitoring of those engaged, involving several actors.

The integration services offered to vulnerable persons are based on a European methodology regarding the VET system (Vocational Education and Training) through two orientations:

1. Train (Training) - Place (Placing) - Maintain (Support)
2. Place (Placement) - Train (Training) - Maintain (Support).

1. The T.P.M methodology Train – Place – Maintain

Training – Placement (Employment) – Support

On the premise that the generalized purchases are difficult/very hard to be achieved by persons with mental disability or by persons who have abandoned early the educational system, and at the workplace this person requires more time to learn simple tasks than the employer could accept; this approach attempts to include in the same process, both:

- ❖ the training and;
- ❖ the preparation at the workplace within supported employment.

This approach is trying to make a connection between the training processes continuing with supported employment, thus covering the period of transition from school to work with a view to a better integration.

The training consists in:

- ❖ individualized adapted vocational training for people with learning difficulties (easy-to-read, easy-to-understand methods), and ends
- ❖ with supported employment and monitoring.

In this process we are talking about the achievement of each stage without stagnation or long periods between. We can speak of the TPM, only when the stages follow one another meaning that there is a requirement for a job, there are certain defined responsibilities for what training is carried out in order to provide a performing resource.

The disadvantage of TPM methodology shows in a class trained through vocational training; here the provision for employment must be in an equal number of those who graduate. In the case of significant

differences between the number of persons prepared and those who will come to occupy a work place, learned skills will be lost that no longer will be so effective after a period of extended inactivity.

2. The PTM methodology Place – Train – Maintain

Place (Placement) - Train (Training) - Maintain (Support)

As a first step, replaces vocational training and emphasis the mediation for a proposed workplace on the basis of a match between skills and abilities; later on the training will be carried out at the place of work. The generalization of the skills is not that important in this system, because the person learns the exact requirements of the job. This approach has become known under the name of “assisted employment” or “supported employment”.

This supported employment means:

- ❖ adjustment of the workplace to the neuro - motor skills of the employee,
- ❖ an aid,
- ❖ a support from the specialist in learning the responsibilities at the place of work.

After the person was employed and integrated, this support will become increasingly lower but the employee will enter into a monitoring system which is intended to prevent any conflict and loss of employment.

In both orientations, the most important element in the social integration of vulnerable persons is that of conducting a gainful work.

Key points in the process of Supported Employment:

- Actual paid work (real responsibilities)
- Actual workplaces
- Jobs on the free market
- Total Acceptance - zero rejections
- Individual career planning
- Individual Assessment

Supported Employment Method (SE - Supported Employment) promotes the principle of "social model of disability" through which it is claimed that: "Not the disability is the cause of the problems which appear in this respect, but the society that does not find the means by which to help people with disabilities to become an integral part of it."

The elements of Supported Employment procedure:

- Integration
- Individualized help
- Capacity assistance without time delimitation
- Plans elaboration for personal choice and self-representation

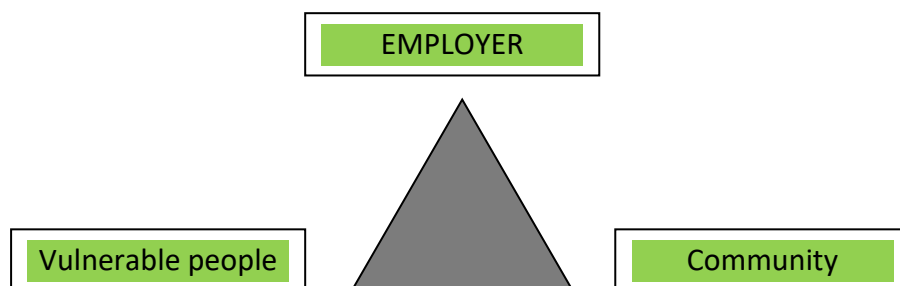
- Equal relationships
- Capacity assistance - the development of independent skills, the development of professional and social skills necessary to obtain employment.

Research conducted in the field, as well as our experience shared by the expert by experience shows that employees with disability are equally productive and have efficiency similar to that of their colleagues on the free labor market, if they can carry out a job suitable for their skills and capacities, respectively, receiving individual specialized support (IPS- Independent Placement Support). By supported employment (SE-Supported Employment) the employer will acquire a valuable employee, dependable and loyal, if he will provide the necessary conditions for a person with disability.

11.5. Supported employment working instruments

Who is the specialist in Supported Employment?

The specialist in the supported employment, through his work of mediation is involved in the general concern of society integration faced by a vulnerable person in general, and with the integration at the place of work of the vulnerable person, in particular. Thus, the specialist in supported employment aims to improve the situation of the integration and facilitate the relation in the triad:



The specialist in supported employment shall:

- adopt professional attitudes in ambiguous situations,
- knows how to intervene to settle a conflict in order to facilitate the communication between the parties, while ensuring preservation of respect and neutrality towards all those involved.
- knows the legislation relating to the rights and protection of children, young vulnerable persons,
- knows the legislation relating to the rights and obligations of the employment relationships between employer and the employee and helps ensure compliance with their rights.
- provides information and guidance both to the employer and the employee with a view to the best possible collaboration between the parties.

- has special training in the areas of: social assistance, psychology, psychopedagogy as regards the knowledge of vulnerable person's needs.
- He is part of a multidisciplinary team in which work is done for an efficient case management.

The specialists in Supported Employment Centers offer:

- ❖ Information about how to achieve integration, hiring of vulnerable persons in lucrative environments.
- ❖ Specialized services for the assessment of the organization / business / company, with a view to acknowledge the level of accessibility as regards the possibility of integrating vulnerable persons.
- ❖ Information related to what physical, communicational accessibility means and employment.
- ❖ Through psychological assessment services a vocational profile is carried out, so we can find out who are the fit people for a particular job.
- ❖ Assessment Services of the work places accessibility in the organizations / businesses / companies.
- ❖ Information on how a workplace can be made accessible for a person with disability.
- ❖ Organizes for the organization / business / company's employer's different activities of personal / group development to become more informed and more recipients as regards the acceptance of a vulnerable person in the working environment.
- ❖ Assistance after employment through monitoring, so that the connection between the person seeking employment - the organization / business/ company – and specialists is not cut off after the trial period or after employment.

How do you assess trainers and employers?

Since the government is looking to integrate students into mainstream vocational training, employment services and workplaces, I think it is critical to **assess the institutions and organizations that will receive them as trainees, clients or workers**. The success of integrating people with disabilities into mainstream vocational schools and service centres will depend on the awareness, receptivity and skills of the staff in these organizations. It is critical that they be trained, have the tools and are given adequate support to work with students with disabilities.

12. Personal development and development of skills for the labour market

In recent decades, soft skills (also called as non-cognitive skills) have become an increasing phenomenon in labor market. Soft skills include self-confident behavior in the job, ability to adapt oneself to new persons and surroundings, capability of deciding quickly, problem solving competence,

good presentation, motivation and interest, willingness to learn new things, ability to work in a team, positive thinking, communication competence, self-esteem, flexibility, diplomatic behavior, resoluteness, constant improvement of one's performance etc. These are skills that employers expect and demand, apart from "ordinary" relevant vocational qualifications.

12.1. Self- knowledge for identifying personal strengths and abilities of people with disabilities, Johari window

The best way to the success in the process of applying to the labour market and achieving your objectives is knowledge of your own abilities and understand how to use them properly.

The Expert by Experience should assist to the citizens with disabilities in the process of self-identification, in identification the strengths and weaknesses of the personality, and in planning later steps to achieve the objectives.

Understanding your own and others' emotions also requires a good understanding of your personal strengths, weaknesses, inner resources and, perhaps most importantly, your limits. A simple and useful tool for understanding self-awareness is Johari Window; which was created by Joseph Luft and Harry Ingham in 1955. A demonstration of Johari Window is below:



Johari Window

There are two factors at work within the Johari window. The first factor is what you know about yourself. The second factor relates to what other people know about you. The model works using four area quadrants. Anything you know about yourself and are willing to share is part of your open area. Individuals can build trust between themselves by disclosing information to others and learning about others from the information they in turn disclose about themselves. Any aspect that you do not know about yourself, but others within the group have become aware of, is in your blind area. With

the help of feedback from others you can become aware of some of your positive and negative traits as perceived by others and overcome some of the personal issues that may be inhibiting your personal or group dynamics within the team. There are also aspects about yourself that you are aware of but might not want others to know, this quadrant is known as your hidden area. This leaves just one area and is the area that is unknown to you or anyone else – the unknown area.

From the practical point of view, in the work of the Expert by Experience with a citizen with disabilities in implementing the Johari window, it is necessary to aware that:

The greater the open area is, the broader is our communication space and environment, we will be more known to others. Feedback from other people enables us to become more aware of ourselves and thus empowers our self-confidence.

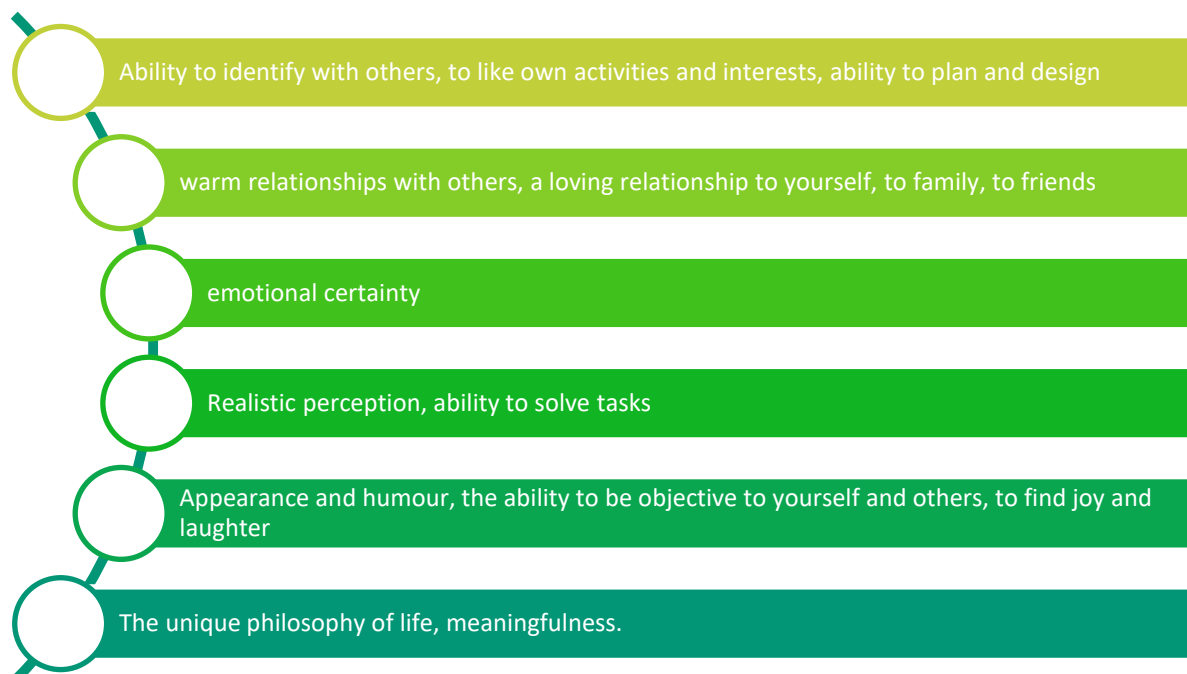
Today's fast-paced life prevents us from being self-aware. Insufficient self-knowledge and self-awareness can cause people to be more easily manipulated. For the following questions, one should be able to answer:

What I can do ? - skills, assumptions and competencies

What and why I want to do ? - attitudes, values, motives, wishes

Who I really am ? - attitudes, interests, life orientations, personality dynamics

Characteristics of the mature personality by Allporte:



12.2. Self-knowledge factors in life carrier building

Self-awareness can be defined as the knowledge that you acquire that relate to the different facets of your personality including your strengths, weaknesses, beliefs, interests, motivation and emotions. It is the process that helps you to get to know yourself better and identify your career needs. It is usually a process that takes time and should be constant throughout your lifetime. It requires a careful analysis of one's self, and can't be achieved by reading a book or blog post. Quite the contrary, if you want to become more self-aware, you will have to be willing to get down and do some hard work. When talking about careers, it is the first step someone needs to take towards beginning their journey of exploration. Self-awareness requires taking the time to truly get to know yourself and this means discovering what you like, what you don't like, identifying your strengths and weaknesses, what you are good at and what you need to work on. From this perspective, it allows you to find your natural talent and passion, directing you to your personal and professional growth. It also helps you stay true to yourself, embracing and practicing your own moral values. It is important because it shows you the path to your true potential. With self-awareness comes self-improvement. But you need to be genuinely interested in improving yourself. This way you are more likely to take actions that can challenge you and help you develop your skills. It opens the door to new possibilities, experiences and growth.

Perhaps the biggest enemy of self-awareness is change. While change is inevitable to those who want to become better in any aspect of their lives, this is what most people are afraid of. As such, they find it easier to stick to what they already know, without trying hard enough or exploring the 'self' in much depth. The truth is that change is a synonym of risk and describes that kind of danger that can make you feel uncomfortable. This happens because it forces you to face your fears, identify your weaknesses and make you start again from ground zero. So, unless you are willing to change or at least take some steps towards that change e.g. deciding on a career, you won't be able to get to know yourself better or achieve the desirable outcome.

Self-knowledge has absolutely effects on career building. A person should ask himself/herself the questions below when choosing a career path and following it.



Questions that improve your self-knowledge

The appropriate tool for improving self-knowledge that the Expert by Experience can use to work with client is SWOT analysis (strengths, space for development, environmental opportunities and environmental threats). The SWOT analysis is based on the assumption that success can be achieved by maximizing assets and opportunities and minimizing threats and shortcomings. Determining strengths has motivational potential and can lead to the search of employment.

With the help of given support, the people with disabilities can focus on their strengths, reduce weaknesses and threats and take advantage of current opportunities.



12.3. Developing self-acceptance and self-confidence of people with disabilities

Self-acceptance is the cornerstone for living with more confidence. It involves having realistic expectations about yourself and life. Self-acceptance enables you to recognize your strengths and weaknesses. It allows you to walk with a loving awareness of your humanity, its goodness and flaws. Self-acceptance enables you to embody your strengths to lead a life that is in concert with your core beliefs, values, and priorities.

When we lack confidence in ourselves, we are more apt to succumb to our fears and self-doubt when it comes to pursuing new possibilities in our lives. We begin to question if we have what it takes to do what is necessary achieve our desired goals. We are more susceptible to the negative opinions of others when they speak against what we want to achieve. We allow our limiting beliefs about our circumstances confine us to the status quo. We sabotage our progress because we lack a strong sense of self-worth.

Confident people realize the story they tell themselves about who they can become, what they can do, what they are strong enough to handle and what they are worthy of experiencing shapes their identity, feelings, and behavior. They are confident because of a strong sense of self that is nurtured by an empowering identity of who they are, what they stand for and who they believe they can become. Developing a confident identity isn't about your race, gender, present circumstances or past

experiences. It's about the beliefs that make up the story you tell yourself about yourself and the courage that you demonstrate to pursue new possibilities in your life.

Perhaps the most important factor in development of healthy self-confidence is planning and preparing for unknown situations. For people to be able to achieve their objectives in life, they need to be concrete. The SMART method can help the Expert by Experience in determining the objective in the cooperation with the client:

S - SPECIFIC – define your goal as detailed as possible

M - MEASURABLE – concretize and define qualitative indicators

A - ACHIEVABLE – think through the way how we want to achieve the goal

R - REALISTIC – set a goal which is realistic

T - TIME BOUND – set the timeframe – the start and the end

The more in time the person being is able to think, to plan, the more far is he/she able to see, the more successful is he/she in life.

People with Disabilities

Acceptance of disability which concerns circumstance facilitating the acceptance of disability as valuable and preference of one's own position over others will enable them to indulge in activities that are more suitable for them and not appreciated by normal standards. Acceptance of disability can enhance PWD's belief that they are included as a member of society. This will increase their social confidence and allow them to identify with a larger group of disabled persons to reduce the barriers to be included into the mainstream of society. PWDs who have positive self-attitude, competencies, and have accepted their disability are able to project themselves and actively participate in the economy better.

In the same manner, PWDs with a healthy or more positive self-confidence are able to accept him or herself "as is." This means acknowledging that we all have both strengths and weaknesses - and that's OK! Healthy or positive self-confidence does not mean that someone has an inflated or self-righteous view of him or herself. One added challenge for a person with a disability may be viewing him or herself as a person first. A disability is only one facet of a person. Thus, for people with disabilities, it's important to allow yourself to view your disability as one component of your life, not the only component.

Many researches have shown that PWDs with high level of self-acceptance and self-esteem are more integrated to society in all fields of life. They are more productive in economy, more active in sports, more engaged in political decision making processes etc. So, development of self-acceptance and self-confidence is so important for PWDs.

How to develop self-acceptance and self-confidence of PWDs? Recommendations below will contribute much:

1

- **Appreciate yourself - all of yourself.** This means appreciating your disability too. There may be times when you believe that it is more annoying than appreciable, but focus on the positive aspects of your disability. One way to do this is making a list of your strengths including how your disability, or your methods of coping with it, can be an asset.

2

- **Maximize the positive and minimize the negative.** Focus on your abilities more than your limitations. Everyone has both abilities and limitations. This is not to say that you don't acknowledge that you have a disability, but rather, by focusing on and developing your abilities you can feel good about all the things you can do.

3

- **Avoid unrealistic comparisons.** Don't get caught up in comparing apples to oranges. Everyone has both strengths and limitations. A person with a locomotor disability may not be able to compete in Olympic ice hockey, but he or she can compete in Paralympic Sledge hockey.

4

- **Set realistic goals for yourself.** Since everyone has limitations, it is not fair to expect yourself to be able to do something unrealistic. This may mean allowing yourself to take the extra time needed to read material and rewarding yourself for persevering. It may not be realistic to expect yourself to read something in the same amount of time as someone without a reading disability.

5

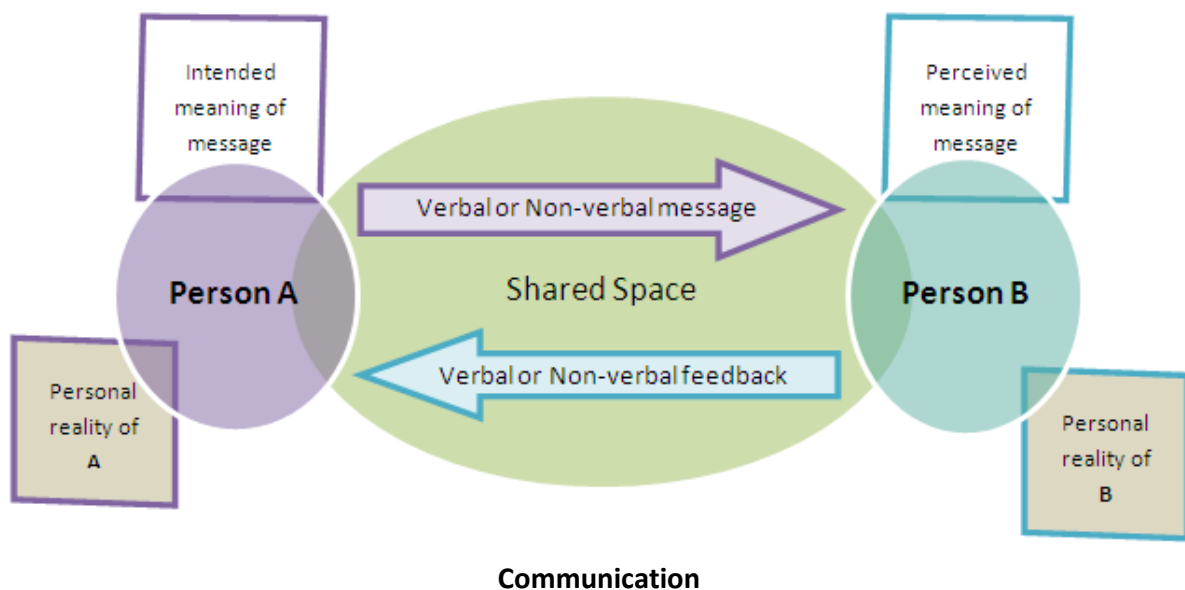
- **Do not over-generalize.** If there is something that you cannot do as a result of your disability, it is not fair to conclude that you are an overall failure. There are many things that you can do. Don't tie all of your self-worth to any one attribute or event. Just because you might be a lousy cook does not mean that you are a lousy person in general.

6

- **Avoid getting caught using "should" statements.** For example, a student with ADHD says, "I should be able to finish this exam in 50 minutes like everyone else in the class." This is an example of a "should" statement that may not be accurate. Accommodations like extra time on tests are an important tool to create equal opportunities for students to show what they know.

12.4. Communication skills, skills for the labour market

Another significant element in soft skills is communication skills. The word “Communication” comes from the Latin communicate, which means “to make common” or “to share”. It is a process of sharing ideas, information, and messages. It can be verbal (writing, talking), non-verbal (body language, gestures) or visual (e.g. pictures, video). Communication is always formed by the personal realities and intentions of sender and receiver.



Person A and Person B have their own reality formed by their experiences, perceptions, ideas, etc. above. They will perceive, experience and interpret things differently. The same event will always be perceived differently by each of them. So, a good communicator must always take personal situation of the one spoken to into account.

Communication is a vital life skill, developing your communication skills can benefit you in all aspects of your life, from your professional life to social gatherings, in business communicating effectively with clients and colleagues is one of the most essential skills a candidate can have. In a 2016 survey, employers ranked “Ability to verbally communicate with persons inside and outside the organization” as the number one skill or quality they look for in a candidate.

Good communication is the oil that keeps the workplace machine running smoothly. Having the ability to listen carefully, speak clearly and put others at ease is valuable in any organization and can involve a wide range of skills:

- Listening attentively to others and showing interest in everything they say
- Dealing with telephone conversations in an appropriate manner
- Encouraging interest and interaction from others in your team
- Expressing an opinion or asking a question clearly and concisely
- Being able to persuade others of your line of reasoning

To be able to ensure communicating well, experts by Experience should consider suggestions below:

Listen the person you are talking

- Pay attention and let the other person talk without interrupting. People want to know that they are being heard. Ask for clarification to avoid misunderstandings. At that moment, the person speaking to you should be the most important person in your life. Another important point is to have one conversation at a time. This means that if you are speaking to someone on the phone, do not respond to an email, or send a text at the same time. The other person will know that she doesn't have your undivided attention.

Who you are talking to matters

- It is okay to use acronyms and informal language when you are communicating with a buddy, but if you are emailing or texting your boss, "Hey," "TTYL" or any informal language, has no place in your message. You cannot assume that the other person knows what the acronym means. Some acronyms have different meanings to different people, do you want to be misunderstood? Effective communicators target their message based on who they are speaking to, so try to keep the other person in mind, when you are trying to get your message across.

Body language matters

- This is important for face-to-face meetings and video conferencing. Make sure that you appear accessible, so have open body language. This means that you should not cross your arms. And keep eye contact so that the other person knows that you are paying attention.

Check your message before you hit send

- Spell and grammar checkers are lifesavers, but they are not foolproof. Double check what you have written, to make sure that your words are communicating the intended message.

Be brief, yet specific

- For written and verbal communication, practice being brief yet specific enough, that you provide enough information for the other person to understand what you are trying to say. And if you are responding to an email, make sure that you read the entire email before crafting your response. With enough practice, you will learn not to ramble, or give away too much information.

Write things down

- Take notes while you are talking to another person or when you are in a meeting, and do not rely on your memory. Send a follow-up email to make sure that you understand what was being said during the conversation.

Think before you speak

- Always pause before you speak, not saying the first thing that comes to mind. Take a moment and pay close attention to what you say and how you say it. This one habit will allow you to avoid embarrassments.

Treat everyone equally

- Do not talk down to anyone, treating everyone with respect. Treat others as your equal.

Maintain a positive attitude and smile.

- Even when you are speaking on the phone, smile because your positive attitude will shine through and the other person will know it. When you smile often and exude a positive attitude, people will respond positively to you.

13. Tools and techniques of job seeking strategy

13.1. Steps of job seeking

Steps of job seeking until job interview:

1. definition of target job
2. exploration of jobs
3. preparation of CV
4. contacting companies, forwarding CV
5. participation at job interview

During job seeking, one of the most important steps that precedes all is to define the **target job**. The client has to decide (with the help of the expert by experience) what kind of job, what kind of task he would like to fulfil in the future.

In order to decide this, the client has to think about several questions related to getting into employment.

The Expert by Experience can help him in the decision with the following, targeted questions.

Use cards, on which you write the questions one by one, that the client reads and gives answers for them:
Can I imagine myself in this field, or some other subdivision, discipline? How important is this for me?
Have I found the professional challenge? Do I have questions, ideas for the field? How important is this for me?
Would I like to reach at least a „minimally appropriate“ financial level, or a higher one? How important is this for me?
Would I like to work near to where I live, in the countryside or in the capital? Or maybe abroad? Is there a need for my work? How important is this for me?
Is the atmosphere at work, the personality of my superior definitive for me? Why is it important for me? Can I get rid of its importance?
Does my employment in this field influence my state of health? Is this acceptable for me?
Can the working field be adjusted to my physical capacities?

The definition of the target job can establish the success of the job seeking process. In the framework of job seeking, the client can modify, extend the range of target positions, and by doing so, his chances for getting into employment will also grow. The viewpoints of determining the target job are the **qualification, professionalism**, but further points to rely on can be given by e.g. professional practices, favourite subjects, foreign language literacy and earlier professional and working experiences, even in a case if these fields cannot be fulfilled in the current state due to some disability or illness.

The next viewpoint is the taking into account of the **related fields**:

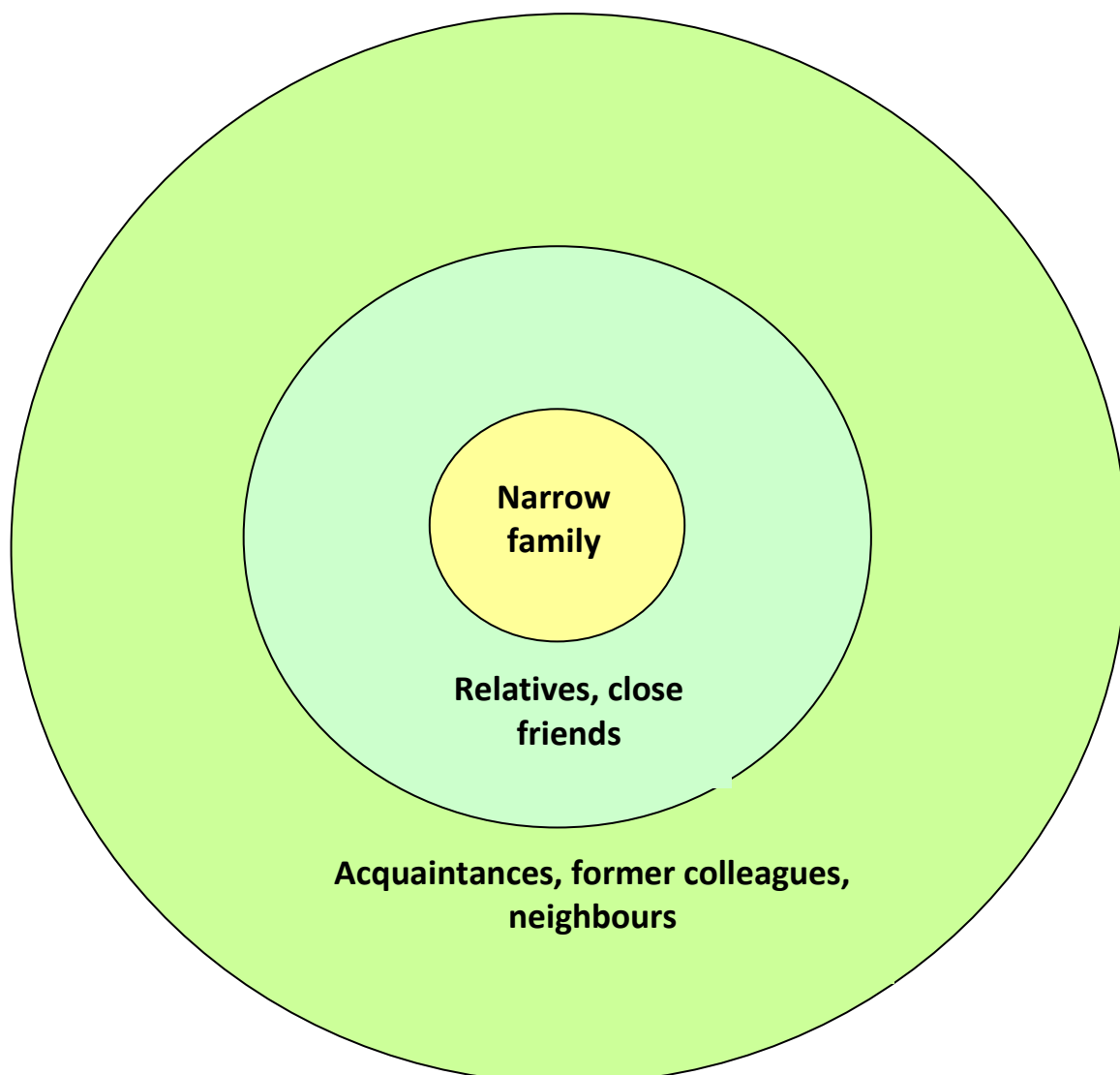
I.e. enlisting what are those related fields that can be fulfilled by job training, further training or investigation. The expert by experience takes these into consideration together with the client, but he lets the client define these areas.

On the other hand, what **labour market needs** are like should not be ignored, either. I.e. how much the demand and the supply is in the given field, **what financial standard can be expected?** Is it possible to find a more suitable job by territorial mobility? **It is worth taking into account the future**, as well as the client's plans for later. All these together determine and influence the name of the target job.

After having defined the target job, the next task is **to explore jobs** in all possible forums – e.g. online portals, job fairs, recruitment agencies, own career page of companies, etc.

Also mapping of the personal contacts of the client is important, because some of the jobs are not announced anywhere, and only the acquaintances can help them to exploit the opportunities of the latent labour market.

The following method is used to map the network of contacts. They should write names to each part of the figure. It should be the independent task of the client to collect the contacts belonging to the names.



At the initial stage of job seeking, it is necessary to extend the range of the job information and knowledge of the client. The Client supported by the Expert by experience should make a list about from where he can gain information about what kind of jobs are waiting to be filled in the next period.

It is important to separate the following job information sources! Check the list that you prepared based on the listing below, and complete it with the information sources mentioned here, and extend it with your own, further ideas!

- Gaining information from the labour organisation.
- Contact network: family, friends, relatives, acquaintances, neighbours.
- Previous employers; former teachers, pedagogists, vocational instructors.
- Job advertisements in the newspaper.
- Business columns of newspapers. Articles of journals.
- Business directory.
- Directory of classified companies.
- Advertisement of shopping malls
- Professional organisations (chambers, foundations).
- Advertisement boards.
- Internet.

While looking for a job, it is an important information for the expert by experience and for his client how, by which methods the employers are trying to fill the future vacancies.

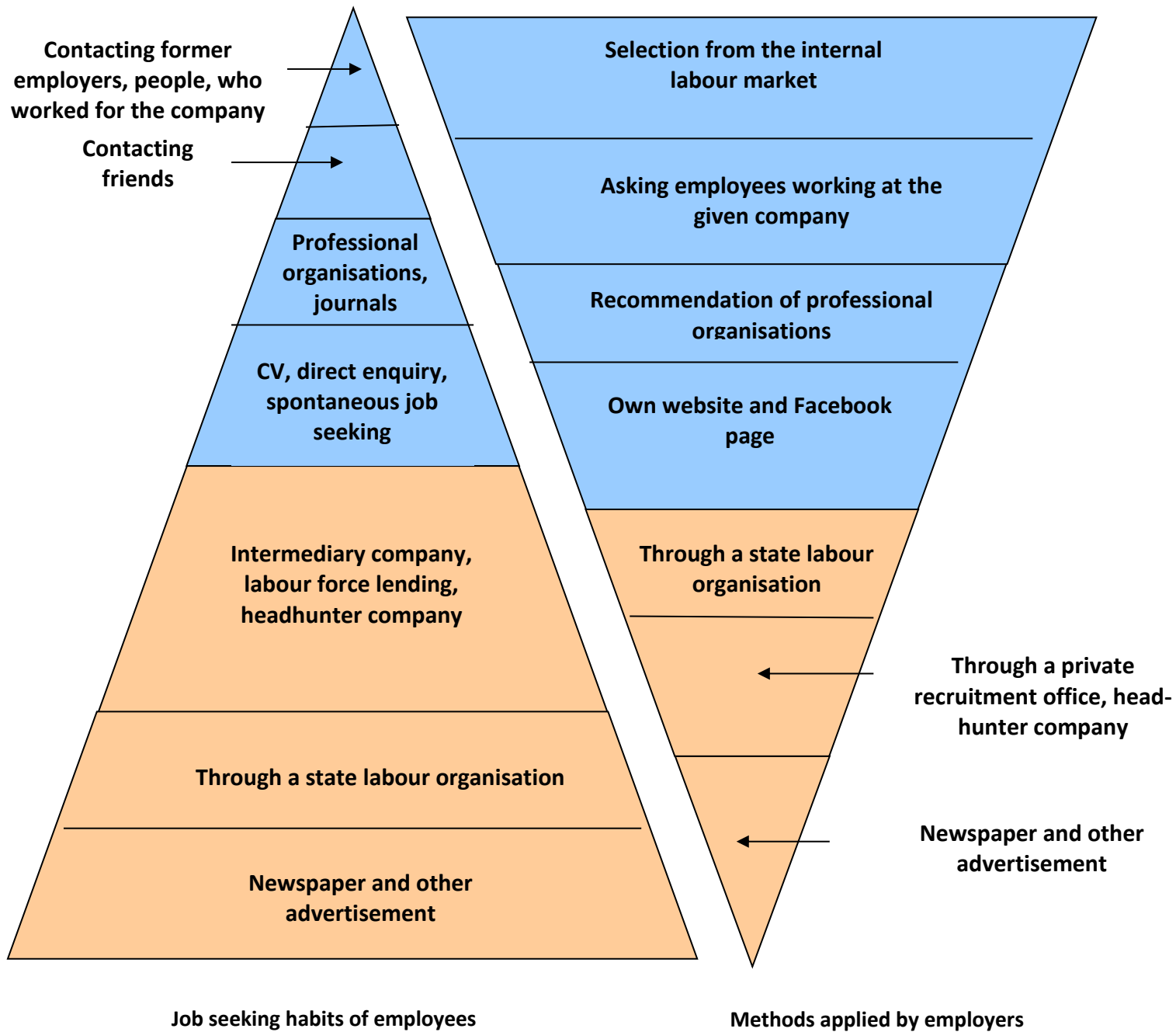
IMPORTANT!

The interest of the employer is to find the most appropriate labour force within as short time as possible, taking the smallest possible human capacity and expense. After having summarized several, it was found out that about 15-20% of the jobs are announced.

It is necessary to make the client understand the fact that getting to know and understanding employer habits while looking for a job can significantly raise their chances.

The so-called „**inverted pyramid**” below demonstrates the contrasting searching habits of employers and employees, the introduction, explanation and compilation in practice of which serves as help for the expert by experience to change the job seeking attitude of his client.

Job seeking habits and application procedures on the labour market



70-80% of the actual job opportunities are not announced in the media or by employment agencies. We call these **hidden jobs**. This information can only be reached by the methods of spontaneous job seeking, by keeping the contact network vivid, by contacting employers directly.

THE SMART plan



Job information sources should not only be taken into account, but you should also be able to „use” them!

The task of the expert by experience is to teach it to his client how he can plan and manage his time with the SMART (clever) method so that they can turn ideas into actions.

The task is that the client should make a written plan for himself!

When using a SMART plan, the client should use a diary or an exercise book, in which he precisely documents the steps that he is planning to take and what he has already done in order to get into employment.

The plan will be discussed with the expert by experience at the next meeting and they correct it, if it is necessary.

Steps of SMART planning	
1. Specific, i.e. CONCRETE activity <i>It is not an obscure, empty sentence, but a tangible, confineable, explainable decision. Job seeking shows you the direction, it is detailed and specific.</i>	E.g.: I call my friend, XY, who I wrote into my contact network, if he is aware of any vacant position!
2. Measurable, i.e. MEASURABLE It is possible to know whether a step taken was successful, and what he reached by taking it.	E.g.: My friend, XY informed me about the fact that there is an vacant job by the company he works for.
3. Attainable, i.e. ATTAINABLE Plan by attainable, small steps. This is important for those clients, who are less efficient, since success develops their self-confidence, while failure can destroy it. It can help if the plan is divided up to small parts.	E.g.: In the first step, I have to update my CV and the cover letter. In the second step, I have to find out what the name and the contact of the HR manager of the company is.
4. Relevant, i.e. RELEVANT It should be a company that is really important for the client. This is a very important point. They can only be committed to something that concerns them, that they wish for.	E.g.: based on what was told, the job mentioned by my friend would fit for me, I would like to work in that position.
5. Time-bound, i.e. TIME-BOUND Here it is necessary to define precise times when the client does it. The further the future is, the higher the risk is that the events of life rewrite the plan.	E.g.: on Thursday at 9 o'clock I will telephone the HR manager.

SMART is not a panacea, but a system of objectives. Its efficacy actually lies in its simplicity. It helps to keep the plans on track, it is measurable and controllable. It does not allow that the tasks be postponed to the distant future.

Getting in touch with the employer

Getting in touch with the employer can take place **on the phone** and through the **internet**. Its aim is that a personal appointment is agreed between the employer and the job seeker.

The expert by experience helps his client in deciding which contact method he should use. Think together about the advantages, the disadvantages, the personal attitude and the procedures used by employers.

Advantages of telephoning	Disadvantages of telephoning
<ul style="list-style-type: none"> fast 	<ul style="list-style-type: none"> there is no time for correcting, reducing mistakes, for reflection
<ul style="list-style-type: none"> many potential employers and acquaintances can be reached by it 	<ul style="list-style-type: none"> it is possible that the client will not get through the reception, or the telephone centre
<ul style="list-style-type: none"> client can use his notes that he has previously prepared during the conversation; 	<ul style="list-style-type: none"> the person who is calling might also get an unexpected question, that he would prefer to answer in the framework of an interview.
<ul style="list-style-type: none"> it is impersonal, the person, who is called does not see the nonverbal reactions 	<ul style="list-style-type: none"> the employer has a first impression based on the voice

<ul style="list-style-type: none"> the calling person is the initiator, he manages the conversation 	<ul style="list-style-type: none"> it is important that the person, who is phoning be aware of why he telephoned, what he would like to achieve, and which questions would he like to get an answer for.
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How does the expert by experience prepare the client for the telephone contacting? Discuss the compulsory elements of the conversation, prepare a written help for the conversation, and act out the conversation in the framework of a simulation practice!

The expert by experience should raise his client's attention for the following rules:

- At the beginning of the conversation, welcome your conversation partner, and introduce yourself!
- The aim of phoning is not to be immediately admitted for a desired position, but to be called for a personal interview.
- Communicate only the most important, most convincing information, leave the rest for the personal interview!
- At the end of the conversation, repeat and summarize the most important facts, data of agreement (date, place, person ...).

Job portals on the **internet** are cost-efficient tools of job seeking. On most pages, job seeker can already select among the latest offers, but there are also systems to which you can upload your own data or CV, hoping for the fact that the employers using the system will choose based on that.

The strategy of **job seeking on the internet** includes two basic elements:

- It is necessary to ensure that the potential employer is attracted by the abilities of the future employee, and in order to reach this, it is worth to send the CV to the special databases dealing with scholar qualifications and working experiences
- On the internet, it is necessary to explore the current working opportunities, and apply for available positions. It is not enough to wait for the employer to be contacted by the employer

based on the information submitted, it is worth to surf for information in a target-oriented way.

13.2. The curriculum vitae (CV), cover letter, motivation letter

The CV

The CV is an advertisement about the job seeker, that summarizes the information that are necessary for the employers. The most important aim of the CV is to raise the attention of the employer, to convince the employer about the fact that it is worth to call the maker of the CV for a job interview. It is worth to make the CV in a way that it conveys a positive image about the job seeker for the employer. It is worth to highlight those experiences, abilities and skills, that are most needed for the fulfilment of the position that the job seeking client has applied for.

The most important element of writing a CV are **preparation, collecting information, and data arrangement**. With the help of the following figure, the client should collect all data, information about himself/herself and the position to be applied.

Key questions that the Expert by Experience should elaborate on with his client:

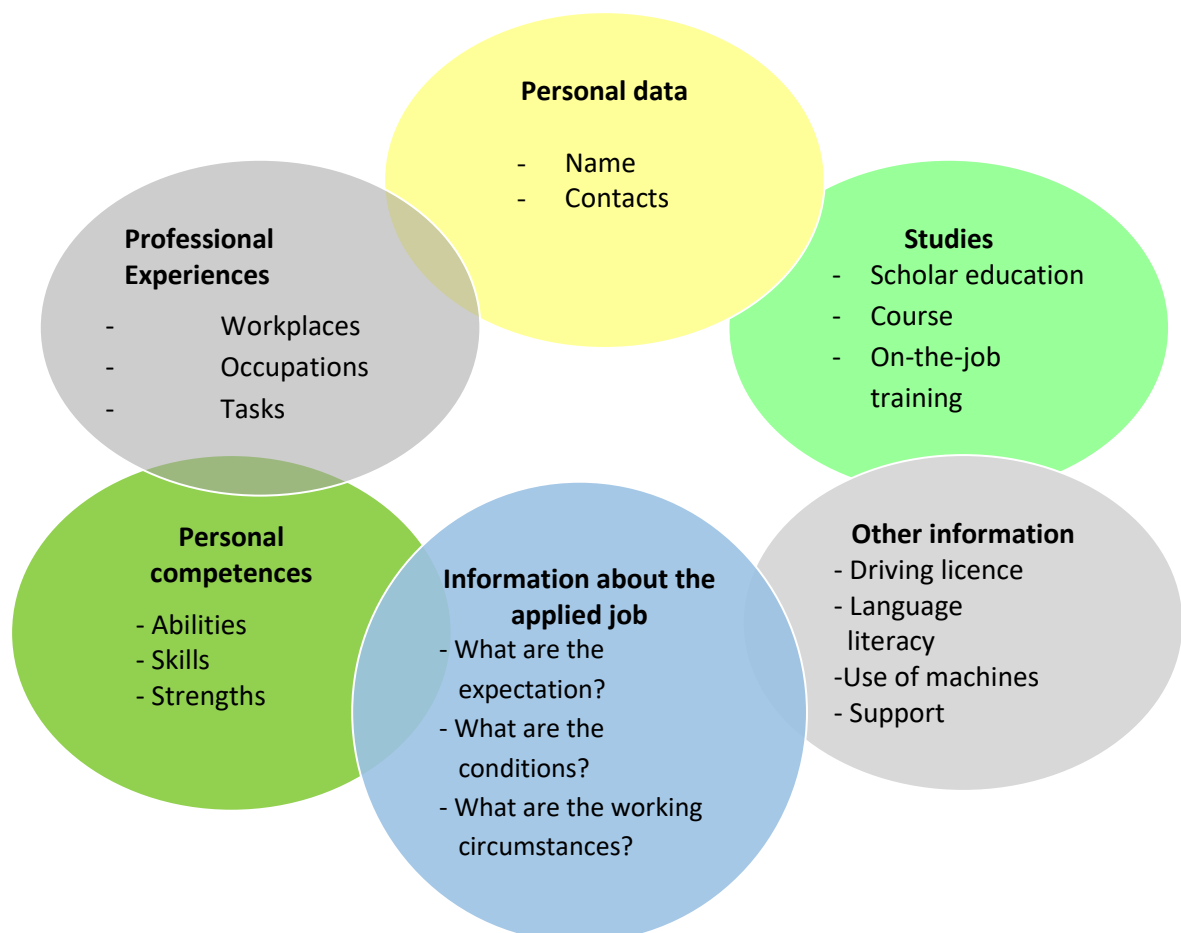
Use cards on which you write the questions one by one that the client reads out and gives answers to them:

Why do I apply?

Why does it interest me, what is attractive for me about the job advertisement?

Why do I consider myself suitable for this job?

Begin a more thorough investigation, if necessary, consult with your friends working at the given company, or in the given position. Define your aims.



The Expert by Experience can provide efficient help for the CV writing of his client, if he has thorough information, knowledge about the theory of CV writing.

According to a theoretical classification, CVs have three basic (classic) type:

1. **functional** CV: that we also call a performance CV, or role-centred CV
2. **chronological** CV, i.e. time-based
3. **combined**, i.e. hybrid CV, that combines the advantageous conditions of the previous two formats

1. Functional „performance“ CV

The functional CV provides a detailed description about the abilities, achievements and performances related to the targeted job. It does not enlist all the earlier employers and employments, but it summarizes what kind of positions the job seeker has taken, without highlighting where, when and by whom he worked at. Functional CV concentrates on the knowledge, the personal skills, abilities, experiences that are indispensably important for the position applied, made along a grouping, a systemization determined by the applicant.

The CV can be used well:	It is not an advantageous format:
<ul style="list-style-type: none">• if the experiences are not related to the chosen job;• if the applicant had several short-term jobs;• if the previous employment of the applicant is not related to his current aim;• if the applicant has been unemployed for several years, or has not been employed yet.	<ul style="list-style-type: none">• if the job seeker has gone through experiences, career built on each other, and the next position that he applied would also mean a promotion for him.
Advantages	Disadvantages

- The information about the jobs taken by the applicant can be edited according to functional skills.
- The emphasis falls on performances and on the selected area.
- It helps to cover the inaccurate employment, or if the applicant has little experience in the targeted working field.
- It provides an opportunity for the applicant to indicate as unimportant those areas that he would not like to emphasize.

- Several employers would like to have more specific information about the working experiences of the applicant
- It is possible to infer to the little working experiences
- It might give the impression that the applicant is hiding something.
- It does not fit the norms of traditional employers.

Compared to other CVs the preparation of traditional CV takes a longer period of time. If the client chooses this format, the expert by experience should help him collect the existing experiences, skills related to the job applied. Then they should group them together, and they should create group names.

2. Chronological, “timeline” CV

This is the most frequently used CV type. The traditional chronological CV summarizes scholar attainment and labour relationships. It informs the future employer about where, when and by whom the employee (applicant) has worked so far, but it does not emphasize too much what kind of activities he did. It is typical that this type of CV enlists the dates in reversed chronological order, in respect to qualification and working experience.

This CV is well-usable:

- if the job seeker has been in employment relationship for a long time and continuously and he attended a training that consequently targeted the intended job

It is not an advantageous format:

- if the job seeker changes career;
- if he has not been employed lately;
- if previously he has taken different or uncertain jobs
-

Advantages

- It is relatively easy to make it.
- It is widespread and comprehensible.
- Most employers know this CV style.
- It emphasizes the balanced employment.

Disadvantages

- It reveals interruptions in employment.
- It highlights the lack of experiences
- It highlights working fields that are possibly not related to the job.
- Special knowledge areas and results can be perceived difficultly

3. Combined CV

Combined CV is a compromise between chronological and functional CV, and its aim is to get rid of the disadvantages of both. It can be characterized best by saying that it is nothing else, but a functional CV that the applicant completes with the selected jobs. Dates of scholar qualification, employment and personal information such as interest fields related to the job can be inserted alternatively. The strength of this type of CV lies in its flexibility. It can be compared to functional CV, because it highlights the abilities. Scholar qualifications, former jobs, special sides of interest field are included and given emphasis, if they support the aims.

This CV can be well used:	
<ul style="list-style-type: none">• if the applicant has a wide range of experiences, but he is looking into a new direction;• if he had different jobs, and/or his employment was interrupted several times, and he has to organise his skills according to a given aim.	
Advantages	Disadvantages
<ul style="list-style-type: none">• It highlights the balanced employment.• It lists enough working experiences to satisfy even the employer with the most traditional approach.• It provides an opportunity for the job seeker to emphasize those abilities and skills that are related to the position applied.• It can easily be adjusted to different professional fields and jobs.• It can serve as a useful guide for the person who makes the interview.	<ul style="list-style-type: none">• The CV might become longer.

+1 European „Europass” CV

The most widely used in the EU is the Europass CV. Its main point is we „upload” it with our data, according to a pre-structured pattern.

The European CV format includes the acquired experiences, qualifications and knowledge acquired by the applicant-job seeker in a comprehensive-standardized overview. If you apply for the application of a European multinational company, it is worth choosing this format.

Advantages	Disadvantages
<ul style="list-style-type: none"> • It is relatively easy to prepare • It emphasizes balanced employment. • It provides an opportunity for the job seeker to highlight those of his skills and abilities that are related to the applied job. • It can easily be adjusted to different jobs. • It is useful for the person, who makes the interview. • It is easy to overview. 	<ul style="list-style-type: none"> • It does not meet the norms of traditional employers, and they do not necessarily know it. • It reveals interruptions in employment. • It highlights inexperience. • It also highlights working fields that are maybe unrelated to the given job. • It is possible that the CV gets longer. • It is difficult to restructure it and to make it unique.

Further information about Europass CVs:

<https://europass.cedefop.europa.eu/documents/curriculum-vitae>

The descriptive type of CV format has virtually been crowded out of the labour market, and it might only be necessary related to some art, or near-to-art position. However, there are „**modern**“ (**guerrilla**) **CV presentation forms, that are getting more and more widespread:**

- Video CV
- Employee portfolio (e.g. if thea career-starter, hearing-impaired jobseeker makes an illustrated portfolio about the bunches, flower combinations prepared by him)
- Creative CV
- Prezi
- Profile registered on social platforms

The disability expert by experience can help the client about defining technical terms that arise while looking for a job. E.g. when the employer asks a detailed CV from the applicant, he usually thinks of a combined CV in which it is necessary to properly detail the working experiences that support the job that he applied for and the tasks that belong to the given position.

General good advice for writing a CV

The CV is usually of one or two papers long, it is necessary to define the most important information in a concise way. The expert by experience, as an external observer can better help the employee

about which information, he can omit from the material that he made. The client is often biased about what he considers important about himself.

The good CV:

- is **Informative**: It includes all important information that are important from the point of getting the given job.
- is **Well-edited**: In its formal characteristics, it should represent the person who wrote it.
- is **Awareness raising**: it has a promotional value – i.e. one per thousand
- is **Short, concise**: It should not be made for reading over, but for reading through, the main point should be able to be taken out of it at first sight!
- is **Customized**: The CV always has to be compiled, customized to the needs of the given company and to the targeted position.
- **has a Layout and style that characterizes its writer**: The first impression is an important point at the decision.
- is **Up-to-date**: You should also show with its date that the material was made now.
- is **Authentic**: It is signed.

How should the client inform the future employer about his health problems?

The inclusion of health problems in the CV can be just as negative information as the career-starter status, the age of just before retirement or the lack of proper educational attainment. The most important role of the CV is to reach and to call the applicant for a personal interview. Accordingly, the information included in it should always be approached in a positive way. The status of having a reduced working capacity might mean an advantage for the employers, because they can take wage cost subsidy or „tax allowance“ in case of employment. Mention the percentage of your disability among other information, supporting it with the information about what advantage your employment entails in this case. A significant part of the employers are still not informed about the supports that can be taken, let yourself be the first, who can help them about this.

The Expert by Experience has to raise client's awareness for the fact that he should not expect ideas, solutions related to his illness. Be prepared! Before writing a CV, upon defining the target job, it is necessary to think about what you can bear and what not, which situations can be solved (e.g. an office equipped with elevator and barrier-free bath, sitting work, provision of more intervals during work...), and which cannot (fix working hours, overregulated factory plant). Only those target jobs can be taken, the achievement of which is a real objective.

Cover letter, motivation letter

The applicant has to attach a cover letter, motivational letter to the CV. The CV lists facts, data, conversely, the cover letter, motivation letter includes personal information about the applicant, and it organically belongs to the CV.

The role of the cover letter is to highlight the specific abilities of the applicant, and to make an impression in the reader, that the preparation, the aptitude of the candidate is unquestionable, and based on this, he should be kept in evidence among the highlighted candidates. The aim of the cover letter is to start communication. Upon reading it, one will immediately have an idea about the sender, about the writing style, the experience and last, but not the least about the fact how much his lines reflect his own belief and vocation. The motivation letter, cover letter is the introduction of the CV.

The content of the cover letter:

- Addressee (name and title), address
- Attention raising part: „reference“, why do you write, from where do you know that they are looking for an employee
- Free presentation of the most important experiences, advantages, strengths, experiences: „justification“ (i.e. justify why you apply, and why you apply there)
- What motivates you about applying for the job: „motivation“
- How would you like to get in touch with the company: „contact“ (E.g. you call them up after a few days)?

The formal requirements of the cover letter harmonize with that of the CV. It should always be short, well-articulated, maximum one-page long. It is important to have a precise address, addressing according to position! In order to provide that, do not spare the effort and the research dedicated on internet search engines! As a final confirmation, tell them that you are looking forward to receiving their answers. End your letter with your original signature.

Pay attention for linguistic accuracy, avoid clichés.

What is the difference between the cover letter and the motivation letter?

Motivation letter is also a kind of cover letter, there however, you should reconsider, you have to define the motive, the levers due to which you applied to the given company, for the given position.

What you should not write into a cover letter, motivation letter?

- Do not repeat the content of your CV!
- Do not use expletives, avoid periods and metaphors!
- State only the truth about yourself!
- Avoid stereotypes, clichés! (active, creative, appealing appearance, decorative, independent, having good communication skill, etc.) Try to define your qualities with your own words! Raise the interest, so that they will be curious to read your CV!
- Never write about what you are unable to do, and do not apologise for your non-existent qualifications, capacities and practices!
- Try to avoid negative and conditional sentences!
- Do not only adjust to expectations defined in calls for applications, but imagine what is needed in the given position!

13.3. Job interview, telephone interview

Job interview is the first formal meeting of the potential employee and the future employer, on an organisational level, aimed at the fact that the meeting contributes to the justification of the aptitude of the candidate.

In case of a successful getting in touch, the job interview, the personal meeting with the employer can take place. In order to get the client, make a good impression on the examiner, it is necessary to prepare for the interview in advance, it is necessary to collect information about the company, and you have to attend the interview with proper body language and clothes.

During the job interview, the interviewers inquire about the following three questions below:

- Are you able to do the given work? Is he able to fulfil the given position?
- Does he want to do that particular task? Is he motivated to work?
- Is he able to integrate into the organisation? Would he like to work for the company on the long run?

In each case, the potential questions asked during interviews inquire about one of these three questions.

The Expert by Experience should discuss the following questions with the client before the job interview. The most effective method is the roleplay, i.e. acting out a job interview:

- What would you like to tell about yourself?
- Why would you like to work for us!
- Speak about your last/present job!
- Why did you quit your previous job?
- What obstructive factors prevent you from fulfilling your job?
- Speak about your bad qualities!
- Do you have any questions?

Observe the client's behaviour during the role play and give feedback on what he did wrong!

However embarrassed is the client, you should enter in a determined way, shake hands, smile and sit down only if you have been offered a seat.

During the interview, pay attention for nonverbal communication! Eye contact should be active. Do not fold your arms, do not put your bag, your folder into your waist (you might make an impression that you are laying a wall between you and the interviewer). Be courteous, polite, neither quiet, nor loud!

Be energetic and enthusiastic! Sit comfortably and do not be too loose! Your sole should be on the ground and you should lean to the back of your chair. Lean a bit forward, it will make you look more interested. Do not interrupt the speech of your interviewer, try to stay calm even if they ask you unpleasant questions.

Anyone can be successful at the job interview, if he dedicates enough time, energy for careful planning and preparation. The client has to plan **his clothes** in which he will attend the interview. If he chose a dress, which is not suitable, the expert by experience has to call his attention for the following:

At the interview, before you begin to speak, you will thoroughly contribute to the formation of the first impression. Your appearance should be organised! It is important that your clothing should fit the company you are preparing to join. Golden rules of well-groomed appearance include: clean, tidy hair, cut, clean nails, non-ostentatious, moderate make-up, clean dress, cleaned shoes, moderate aftershave, not wet, not sticky hands (if you are sweaty, make sure that you carefully wipe your hands and forehead before the interview...). Your clothes should be more elegant and good-looking than your everyday clothes, but never dress over your future employer. The most important is that you can wear the dresses and the shoes that you have taken comfortably, without any discomfort. It is worth to take a copy of your CV, a smaller note-book, a pen, and a small bag.

The Expert by Experience also has to prepare his client for what he should NOT do during the interview:

- Do not fidget and do not fiddle with anything!
- Do not let your thoughts to wander around!
- Do not forget to say thank you for your conversation partner that he received you and took the time for you!
- Do not use slang!
- Do not speak negatively neither about people, nor about the company. Do not criticize your former employer!
- If you had no chance to prepare about the company, do not want to ask intelligent questions about the company. If someone does not even know the basic information, it obviously expresses disinterest.
- Do not speak too much, because you inevitably let the interviewers that you would not have liked to share. Besides that, it might mean uncertainty or weakness of concentration ability.
- Do not be reserved and too brief in your answers, because it might reflect disinterest.
- Do not behave impolitely!
- Do not leave from the interview until you agreed about the date of the decision and the way of notification.

Due to the fact that, besides appearance, first impression is also shaped by accuracy/inaccuracy, it is still the preliminary task of the client that **he plans the route to the location of the interview. If the client is not able to do this alone, the expert by experience has to take part in the planning.**

The telephone interview

The telephone interview is a special form of job interview. It may be applied as a preliminary filter before the personal meeting so that they can decide who they will invite for a personal interview based on the telephone interviews. Validating viewpoints of cost, - and time-saving, however, **it is also usual that they do the whole interview on the phone.**

What is worth to pay attention for so that the telephone job interview be successful:

- Provide calm circumstances for the conversation, go to a silent room and stop what you are doing so that you can concentrate on the conversation.
- If the interviewer does not phone you at the right time, mention it and initiate scheduling a date that is suitable for you.
- Have a pen, a paper and water at hand, if possible, exclude external noises and check if your phone is not sunk and that there is field strength. Prepare yourself a glass of water.
- Speak clearly, comprehensibly, and do not sigh if you get an unexpected question.
- Be active, do not be afraid to ask if you do not understand something or if you think that you were given too little information.
- Before putting down the receiver, clarify the following steps, the location and date of the next getting in touch.

The expert by experience has to address the following topics while talking with the client. In case of a successful recruitment procedure, the individual will be **employed** in the position that he applied. **Getting the job in itself however is not a guarantee for being suitable and succeeding at work.** The newly entering worker has to prove his suitability by his expertise, ability to adjust and behaviour, so that they count on his work on the long run.

13.4. Networking in order to job seeking and getting into employment

The pledge of finding the employer and the position suitable for the needs and of long-term employment is spontaneous and active job seeking. In order to collect and analyse information about non-announced jobs, to prepare an appropriate CV, to contact employers efficiently and to have a well-established attitude, **job seeker needs to have helpers and a proper contact network.**

Besides those written down in the previous chapters, job seekers are suggested that they should observe the daily press and the media, browse the internet and frequently contact agencies.

In order to gain information about closed (non-announced) jobs, networking is necessary.

Participants of contact network to be established and continuously nurtured:

- administrators of employment organisation
- employment rehabilitational specialized administrators
- advisors, employment agencies facilitating employment of disabled people having reduced working capacities
- recruitment advisors
- advisors of stakeholder organisations
- daytime care services operated for disabled people, and people suffering from addictive and psychiatric illnesses;
- family carers
- rehabilitational advisor, mentors available at accredited employers
- organisations helping people living with reduced working capacities and disabled people
- friends, relatives, acquaintances
- neighbours, travelling partners
- previous employers
- earlier colleagues
- hairdressers, cosmeticians, nail technicians

- employees of commercial units
- employees of catering service providers
- community centres
- local civic organisations
- playgrounds, parks, spaces
- community forums on the internet

The client should also make a written documentation about the contact network. If looking for a job takes longer, from the distance of 2-3 months it is already difficult to remember with whom we got in touch, what we discuss with them, where and what information we heard that is worth to do something with.

Who did I speak with?	His contact	What was told?	What do I have to do with it?
hairdresser	00 36 30	they are looking for a cleaner to the hairdresser's salon	At the moment I do not have anything to do with it, the wage is low.

It also belongs to the tasks of the Expert by Experience that **after** an eventually **unsuccessful job interview, he should discuss the reasons of unsuccessfulness and how they can be tackled in the future with the client.** This conversation has to take place within two days after the job interview, because the client might require help about coping with the failure as soon as possible. If the client is left alone after the failure for a longer period of time, he might lose his motivation.

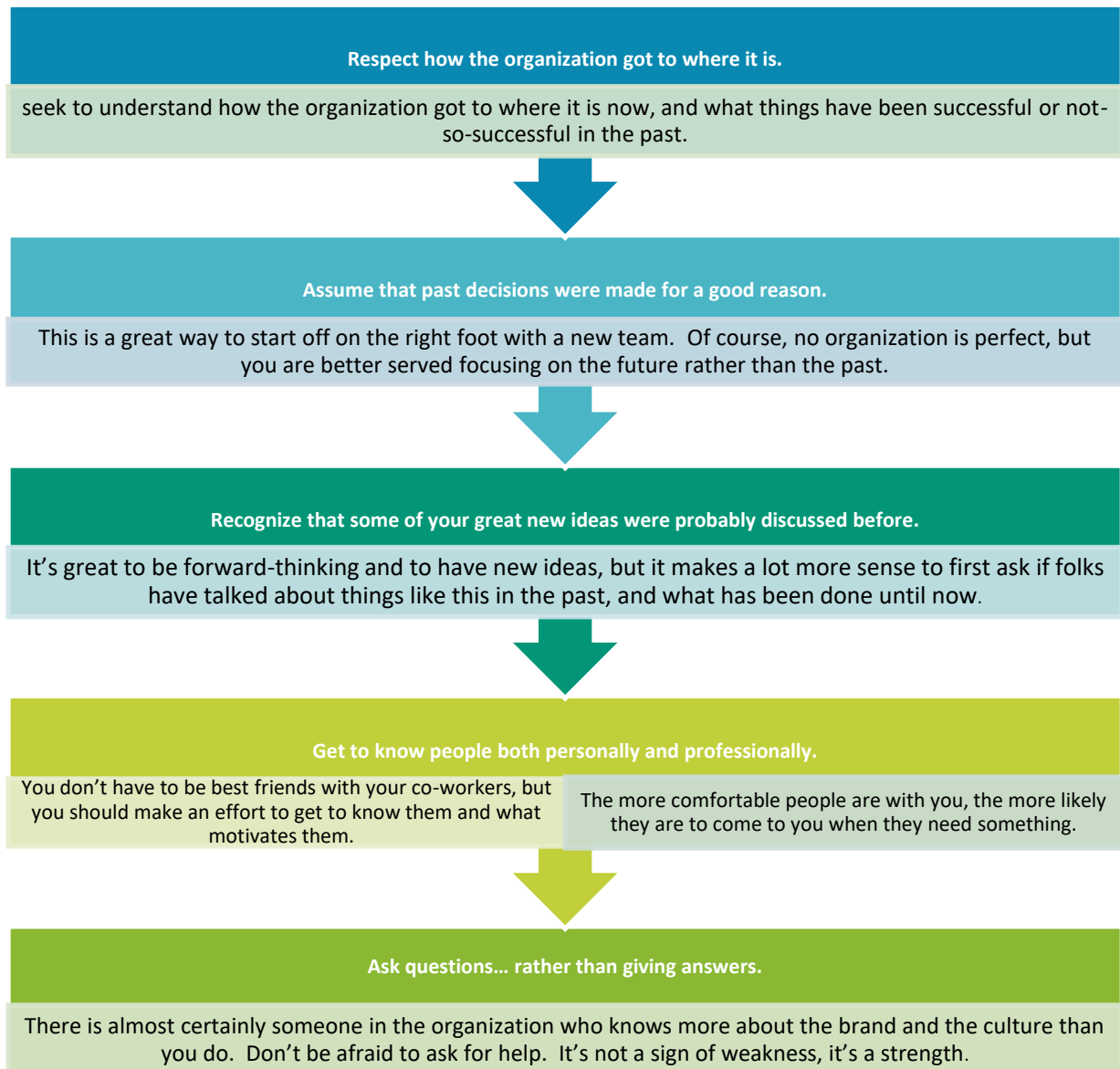
14. Keeping (maintaining) the job

14.1. Integration into the new job

The Expert by Experience should work with a client to prepare him/her for starting a new employment. It has significance from the aspect to keep a new employee with disabilities in employment. To the sustainment of employment can also contribute by contacting the employer and acting as a mediator in more challenging situations.

The job seeker with disabilities can be prepared for reintegration according to the following recommendations:

After starting the new job, the new employee must try to learn about the requirements of that job, learn about colleagues and employer and how things are going on in the organization and contemporary workload of the relevant division of the organization. As a PWD, one should clearly find out what is expected from him/her. In the first days/months of the work, a new employee should keep in mind following suggestions:



Of course, do's and don'ts of a new employee are not restricted with these actions. There are more. For example, newcomers should demonstrate their knowledge and skills; but they should also be modest. No one likes arrogant people. Besides, there are generally employees who are better than them in the company. They should ask questions to experienced employees, but questions mustn't be abundant. People mustn't think the newcomer incapable and ineligible for the job. Moreover, newcomers should be in a positive manner towards the job, colleagues and employer. Negative attitudes never help. Furthermore, being respectful, greeting everyone and having a smiling face will provide advantage to the newcomer in business life.

14.2. Personal and social competencies that will enable to integrate into a new working team and contribute to job maintenance, teamwork

Keeping the job, you have and contributing teamwork is as important as at least finding the job. To be able to be a successful part of new organization, follow the tips below:

Do the Job Work	<ul style="list-style-type: none">• First and foremost, focus on your job and do what you're getting paid for. This is one of the most powerful ways to keep your job.
Work Hard	<ul style="list-style-type: none">• When it comes to making lay-off decisions, and the company has to choose, your employer will keep the most productive employees. Make sure you're one of them.
Be Punctual	<ul style="list-style-type: none">• Employees who are late to work, take a long lunch hour, use a ton of sick time, and/or leave early every day are disliked by employers.
Be a Team Player	<ul style="list-style-type: none">• Be the employee who gets along well with everyone, who doesn't take part in workplace gossip, and who offers to help colleagues. A positive attitude and kindness goes a long way in earning respect and trust from your colleagues.
Be Flexible	<ul style="list-style-type: none">• Flexibility can be a key component of hanging on to your job. When your company needs someone to change shifts, work weekends, put in some overtime, or take on new tasks, consider volunteering if your personal schedule permits.
Don't complain	<ul style="list-style-type: none">• Nobody likes complainers, regardless of how legitimate the complaints are. One way to stop complaining is to practice gratefulness by saying, "I get" to do something, instead of "I have" to do something.
Offer to help	<ul style="list-style-type: none">• One of the best ways to get (or keep) job security is to volunteer for new initiatives, to offer to help with projects, and to take on more responsibility.
Keep social media and work separate	<ul style="list-style-type: none">• Even if you hate your job, keep it to yourself or your trustworthy family and friends. Don't post your discontent on social media, because chances are, the wrong person will see it. That, in and of itself, can cost you your job.
Be positive	<ul style="list-style-type: none">• A positive attitude is very contagious and a key component to keeping your job long-term. Maintaining a positive attitude, even through tough times, will make your life and the lives of your colleagues much easier.
Be social	<ul style="list-style-type: none">• Try to engage also in leisure activities with colleagues out of workplace. All people like (and feel comfortable with) people they know; and this is ensured by free time activities.

Apart from these; as an employee keep the following recommendations in mind to be a model employee:



Teamwork:

A successful employee must also have the ability to involve in team activities and contribute much. Teamwork participation includes actions above and some further do's and don'ts. Some tips for successful teamwork:

- 1) Develop a team mentality. Think as "we" instead of "me".
- 2) Be open to ideas of your friends.
- 3) Be respectful to other group members. Listen to them and do not interrupt them.
- 4) Be approachable. When people come to you, smile, maintain eye contact and use positive words with positive body language.
- 5) Be helpful.
- 6) Never avoid sharing your ideas. Don't be embarrassed; all ideas are significant.
- 7) Be a role model. Behave the way you expect others to behave.
- 8) Accept others as they are.
- 9) Avoid rewarding people for things they do that annoy you. But, let them to know when they do something you appreciate.
- 10) Celebrate your team's achievements.
- 11) Play a positive role at team meetings. The meetings are great opportunities to solve problems, communicate face to face, develop plans and make decisions. You will make the meetings more effective if you:
 - ❖ volunteer a role at the meeting, such as secretary, recorder or timekeeper.
 - ❖ stick to the topic

- ❖ avoid interrupting others
- ❖ avoid dominating the discussion
- ❖ encourage others to share their ideas
- ❖ volunteer for action items

12) Let people know if you are not happy. Don't sweep issues under the carpet. Deal with issues professionally and never personalize them.

13) Results of the teamwork may be totally adverse of your opinions. Share your opinion and then be respectful to the decision of majority. Never behave in unprofessional way (Don't assess things emotionally).

14.3. Resources for long-term job retention

After getting the new job and accomplishedly integrate in working environment, an employee should also consider his/her career goals and plans; then should continuously assess and evaluate his/her existing career path. He/she should determine clearly what he/she wants and what to do for realizing his/her goals.

Firstly, researches indicate that job hopping is one of the career killers. An employee should try to keep his/her job unless there is a strong reason for leaving. Possible job leaving reasons are:

- The job is too hard.
- The job is too boring.
- You cannot get along with colleagues.
- You are being transferred to a new job for just money.

Every job (particularly promising jobs) involves some difficulties and boring aspects which accompany its advantages. Keep in mind that challenging works develop people in their career paths. Unless the difficulties and boring issues are beyond your limits, try to keep a promising job. If you are hopping for just money, take into account that salary gap should be as sufficient as cover all of your losses in short, medium and long terms.

Working in a job for a long time requires some actions to be taken and has several advantages and few drawbacks. Please see the figures below.

First of all, never give up learning continuously and refresh your knowledge and skills. Some employers might view your long-term employment as an indication that your skills have stagnated. Prove them wrong by constantly refreshing your skills through formal education and self-study. Participate in professional-development courses sponsored by your employer or paid for out-of-pocket. Create a Professional Development section on your resume to list your ongoing education.

Secondly, never give up morals and ethics. No employer desires to work with an unreliable, rude, malevolent (etc) person.



Tips for keeping a job for a long period

Thirdly, keep connected with the age you live in. World is rapidly changing, and changes bring new technologies. In parallel to these changes, jobs require new skills. Obsolete skills are a sure sign of a dinosaur, so omit them. If you aren't sure, ask a trusted colleague or potential hiring manager whether a particular skill is still current. You can also glean this information by scouring job ads; if the skill isn't included in job postings, you should probably take it out.

Fourthly, try to display your achievements. Your employment description should go beyond merely listing job duties. To get noticed in a competitive job market, your resume should feature a track record of accomplishments. If you feel stifled in your current position, volunteer for a project outside your core competency to experience new challenges and develop new skills.

Fifthly, use your employment history to gain advantage. Use longevity, dedication, commitment, loyalty and perseverance as selling points, both on your resume and in interviews. You also have the advantage of having seen your accomplishments through from beginning to end.

Sixthly, continuously check your experiences and your career goals. If you've been with a company for many years, chances are that you boast a long list of achievements. However, your resume should present only the experience, skills and training related to your current goal. Since a resume is a marketing piece rather than a career history, don't feel that your resume must cover every detail of your career. Edit your experience so your resume is tailored to your current job target.

Lastly, create a career summary plan. A well-written qualifications summary at the beginning of your resume will present your career in a positive light. The summary provides an initial hard sell, demonstrating you are highly qualified for your stated goal.

Advantages of working in the same organization for a long period

Seniority

- If you stay at one company for the long haul, you'll be more likely to rise in seniority, rather than having to scratch and fight to establish a stronger role at each new company as you go.

Leadership Opportunities

- With seniority comes the chance to lead others and mentor newcomers through the transition to their new jobs.

Stability

- If you're constantly worrying about where you'll be in the next year, it's difficult to make long-term plans. A little stability in your career and workplace can help you cope more effectively with the stresses that are sure to occur within the rest of your life.

Increased Benefits

- Many companies increase employees' paid time off if they stay at a job for a certain number of years.

Homeownership and Retirement Funds

- Job hoppers pay a high price in home equity and retirement accounts.

Self-Improvement

- If you allow other people to get to know you over a long course of time, you'll grow to trust their advice, and they'll be able to point out the blind spots you may have otherwise never addressed. Furthermore, you'll recognize and resolve your own weaknesses far more effectively if you stay put and address what bothers you rather than jumping ship and blaming your discontent on your former co-workers and boss.

Dependability

- If you are able to stay at one place for 10 years, it shows that you are able to do a lot of things right.

Flexibility

- The difference between moving *within* a company and moving *between* companies is that you retain your status and benefits, but you're also free to experiment and try some new things.

Perseverance

- It's easy to quit over perceived unfairness or serious challenges. But it shows much stronger character to persevere, to find and enact solutions to problems, repair damage, and take an active role in turning a situation around.

A Say in the Company's Future

- You can have a positive influence on your company's direction over the years, and can do so from a position of experience and knowledge, if you're willing to stick with the company through good times and bad.

Of course, staying in the same job may also have disadvantages. Stagnancy and missing better career opportunities may be experienced based on the characteristics of that job. You should continuously check your career plans, update when needed and strive to be in line with them. If a job would not satisfy your needs and meet your expectations seemingly; it is better for you to consider changing your job. However, try to change the job to the point; so as to avoid changing it again and again. It is emphasized above that job hopping is not good for successful careers; but it doesn't mean you have to stay in the same job forever. You should be patient when you face difficulties; assess your expectations, career plans, existing circumstances of the job, what the job promising to you and the difficulties. Take advices of your trustworthy environment. Then if you decide to leave, try to look a more promising job; without interrupting your existing works. Work-to-work transition time should be as short as possible; but you shouldn't interrupt your existing responsibilities. This would be immoral.

Try to avoid changing your job for only small money differences. There are some jobs in labor market; which are saliently promising more future career opportunities but pays less in the first years. It would not be reasonable to leaving these jobs for higher initial paying jobs.

Finally, never undervalue lifelong learning in your job. Getting the job and being integrated into it never put an end to learning. Learning of a human being should continue until death. It has many advantages. For example, old employees experience difficulties in using technological devices in workplaces, including computers. It is a common complaint nowadays. World is changing very fast thanks to scientific and technological developments. An employee should always keep in touch with new-coming technologies of his field. This is ensured by attending courses and other learning activities while working. Lifelong learning is not only important for keeping in touch with technological developments; but also developing social skills. For example, a body language course would be so interesting for an employee who has never read about it. Similarly, a social convention course and a diction course would also be interesting. Furthermore, you can also learn new languages, some computer programs and other ICT tools usage throughout various ways (courses, e-learning etc.). All of these will develop you and enable you to easily and successfully follow your career path. These will make you suitably qualified for your jobs and provide advantage to you in labor market.

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