



N 36 MANUAL

Supported Employment in Turkey (TR)

LIFE LONG LEARNING PROGRAM
Leonardo da Vinci / Transfer of Innovation

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T-EST Core- Partner Organizations

Country	Organization
Austria	Jugend am Werk Steiermark GmbH
Belgium	European Association of Service providers for Persons with Disabilities (EASPD)
Bulgaria	Chamber of Commerce and Industry of Dobrich (CCI)
	Marie Curie Association (MCA)
	Zgura- M
Italy	Formazione Co&So Network
Romania	Directia Generala de Asistentia Sociala si Protectia Copilului Harghita (DGASPC)
Turkey	Konak District Governorship

EUSE preface – European Union for Supported Employment

by Robert Elston

When we began our careers in the 1980s, it was a commonly-held belief that, for many people with a disability, work was an unachievable dream. Supported employment has done a great deal to change things. It has proved that, with the right support, very many people can gain and retain employment. For those people with disabilities who have moved into work and become valued employees, we know that this improves their independence, their health and their sense of wellbeing.

In recent years we have been heartened by the increasing focus on quality in the supported employment sector. This was helped by the set of quality standards which were published in 2005 by the European Union of Supported Employment.

Those standards led naturally to the Supported Employment Toolkit for Disability. The Toolkit, a series of 'How To' guides, position papers and training materials, has helped to promote supported employment across 14 European countries. EUSE has also gone on to create the Supported Employment Toolkit for Diversity which explores how to adapt the approach to meet the needs of other disadvantaged groups. These toolkits are all available at www.eusetoolkit.eu.

These Toolkits have spurred on many countries to develop their own National Occupational Standards and accredited training for supported employment, and this has dramatically improved the quality of supported employment.

We are therefore delighted that the T-EST project is now expanding the impact of the Supported Employment Toolkit for Disability to a series of countries that are just beginning their supported employment journey.

It has been exciting to be involved in the T-EST project. We are sure that putting quality at the heart of our profession, as the Toolkit does, will help to convince policy makers and other stakeholders in a new series of countries that supported employment is the most cost-effective and efficient way of helping people with disabilities to gain and retain work.

Robert Elston

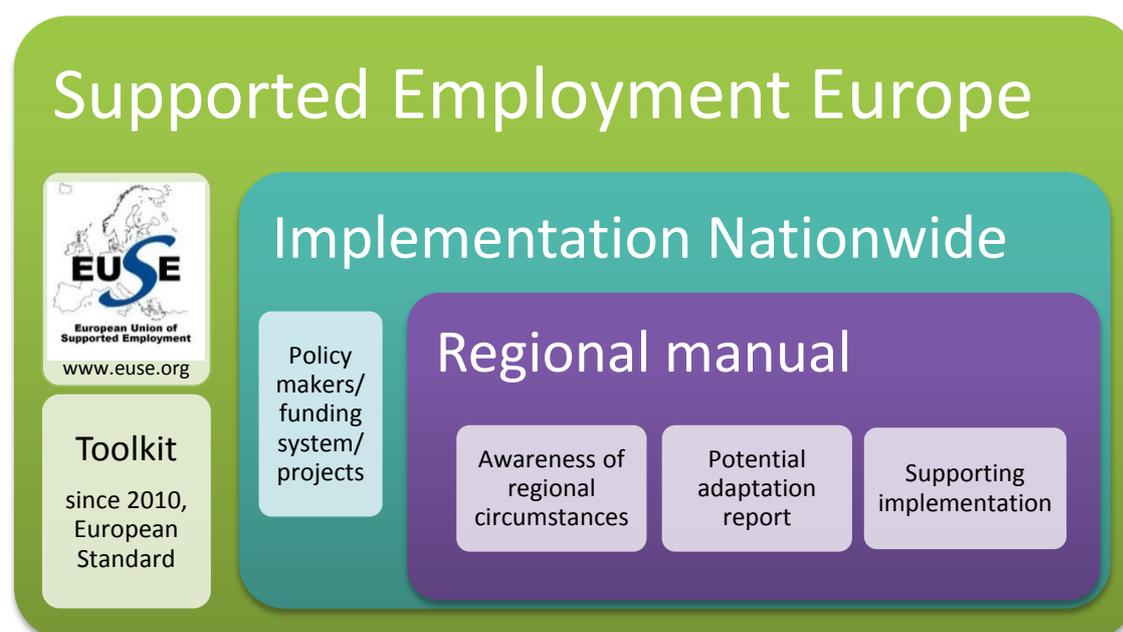
Vice President European Union of Supported Employment

1. Foreword

T-EST – Transfer of Employment Support Tools for People with Disabilities is a Leonardo da Vinci/ Transfer of Innovation project funded with the financial support of the Lifelong Learning Programme of the European Commission. It is one of the key areas of the European Disability Strategy 2010-2020 to allow full accessibility to education as well as to the labour market for people with disabilities. The T-EST project aims to transfer Supported Employment (SE) approaches and tools to countries that lack efficient vocational support services for people with disabilities, especially to Bulgaria, Romania and Turkey. The baseline product for planning and implementing Supported Employment in the three transfer countries is the Supported Employment Toolkit, which was developed within a Leonardo da Vinci Partnership project. The aim of this partnership was to define the main values, principles and standards of Supported Employment providers in Europe and determine the professional best practice in working with people with disabilities in order to achieve a paid working place. On the basis of these European values a transfer of the SE concept should be core aim of the T- EST project.

In accordance with the project's objectives the national backgrounds were ascertained with regard to employment support for persons with disabilities and the adaptation needs of a manual for an implementation.

How to use this manual?



This chart above should show the way of using this current manual. Supported Employment (SE) has been successfully used in different European countries since the late 1980's. The EUSE (European Union of Supported Employment)¹ formed in 1993 provides a Toolkit² of SE which can be seen as a common basis of working with people with disabilities in order to achieve paid and secure working placements for them. The Toolkit, achieved through a European partnership collaboration, was written in 2010 and aims to a Europe- wide consensus of SE. This European values, standards and principles are the methodological superstructure for national implementations of SE services.

For nationwide implementation of SE services funding systems of social services and support systems of service providers have to be developed. Especially policy makers are asked to further this kind of support services for people with disabilities. The Toolkit of SE points out how to convince policy makers and describes it in an own chapter (EUSE Toolkit, 2010, p. 44- 46).

This current manual is created to use it on a regional level to implement SE services. What are the regional circumstances for employing people with disabilities? At first the T-EST project team has been conducted a study to identify the national backgrounds with regard to employment support for persons with disabilities in the transfer countries and the adaptation needs of the toolkit. To assure a successful and effective transfer and implementation of the SE concept have included parts of this investigation in this current manual to see the national context (in subchapters "*national challenges*").

This current manual still refers to the original EUSE Toolkit, but can be described as a practical, national conception for SE implementation and united SE principles with national circumstances. Therefore it is not an adaptation of the original toolkit, but a practical application for Turkey.

¹ <http://www.euse.org/> (23.09.2013)

² <http://www.euse.org/supported-employment-toolkit-2/EUSE%20Toolkit%202010.pdf/view> (23.09.2013)

2. Fundamentals and Elements

“Supported Employment is a method of working with disabled people and other disadvantaged groups to access and maintain paid employment in the open labour market”

(EUSE Toolkit, 2010, p. 9)

This approach for people with disabilities involves the concepts of empowerment, social inclusion, dignity and rights for individuals. Main fundamentals are: individuality of each person with disability, respect, self-determination, possibility of informed choices, empowerment, confidentiality, flexibility of Supported Employment providers and full accessibility to their services on all levels.

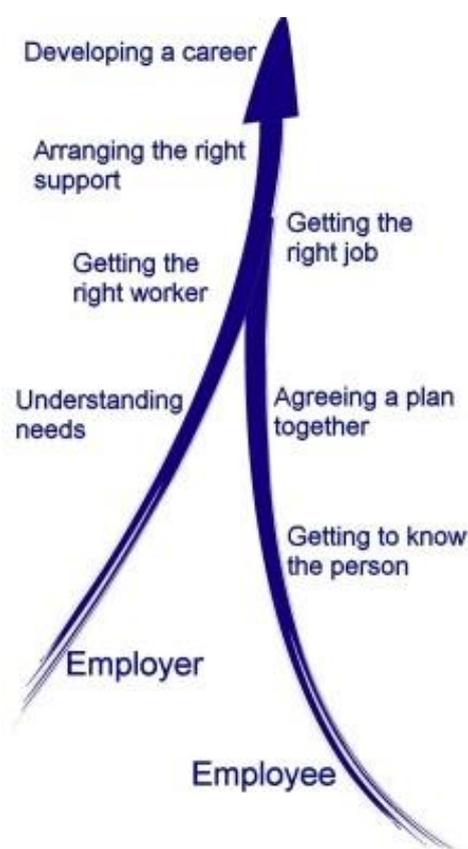
The access to work is a basic human right for all people and especially the UN convention on the rights for people with disabilities mentions that states has the responsibility to assure *“the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities”* (UN Convention, 2006, Art. 27/ 1, p. 19). Equal basis means same conditions as other state members including payment at a contracted going rate, equal benefits, safe working conditions and opportunities for career development. The achievement of paid work for people with disabilities is one of the most important principles of the SE approach. Equal payment and equal possibilities as an achievable goal for people with disabilities in the same way as it is for not disabled people in our society. From the perspective of the EUSE, the three main basics of SE are **paid work** (as opposed to working experience placements, job tasters, voluntary work, vocational training), **open labour market** (regular employments private/ public), **ongoing support** (on a needs basis for employee and employer). An ongoing support refers to a support during job seeking, employment and progress in an existing working place. It is important to identify natural support in a real working environment in order to achieve an inclusion in the respective company.

The general topic is to follow a “place- train- maintain” strategy rather than the “train- place” methods of other supporting services, because training and learning of skills is more efficient in real context of a company. The motivation of the people with disabilities is also higher if they are employed from the beginning. Many people with disabilities don’t have a lot of vocational experiences or have not been in employment ever, so as an instrument of achieving a paid job **working experience placements** can be helpful. They *“should be viewed as a means to an end and not as the end result”* (EUSE Toolkit, 2010, p. 26).

2.1. The beneficiaries

The model of Supported Employment is a flexible and continuous process, designed to meet all anticipated needs from all the customers of the SE providers. During the SE process beneficiaries are on the one hand people with disabilities, supported by getting a working place or maintaining one, and on the other hand the possible employers of the people with disabilities.

Figure 1: Differing customers' needs³



In order to achieve a successful inclusion of people with disabilities on a work place, to be effective and sustainable the SE process has to keep in mind both needs (employees and employers). It is important to understand the fears and the resulting needs of the employers and getting the right worker for them. The arrangement of the right support during the hiring is needed and special support offers could include “*disability awareness training, knowledge of government support/ funding programmes and practical solutions to health, safety and disability employment issues*” (EUSE Toolkit, 2010, p. 32). As well the job support of the person with disability and its co-workers has to be planned in agreement with both beneficiaries. This job support directly at the working place of the person with disability is strongly linked with the company environment and the given space for the training at the working place. For instance it is important

to consider how long it is allowed staying in the company for the SE worker; who has to be asked for; who is responsible for answering questions; etc. So planning of training at the working place can not be separated from the employers⁴ and co- workers (colleagues at the workplace of the person with disability). The cooperation with these beneficiaries is obligatory.

³ <http://base-uk.org/bases-history-aims-and-structure/about-supported-employment> (28.06.2013)

⁴ „a person, business or public body that employs workers. In the context of Supported Employment this term is used for a person, business or public body that is actively involved in the Supported Employment process in order to employ a person with a disability or disadvantage or to maintain the work for this person” (EUSE Toolkit, 2010, p. 114)

The aim of SE services is a secure long term sustainable employment of people with disabilities. A right “job matching” (individual strengths and needs matched with the requirements of the job) is done correctly if it leads to a win-win-situation where both, employer and employee achieve their goals. Work experience placements⁵ can be seen as a tool to help individuals to find and maintain a paid job (see, EUSE Toolkit, 2010, p. 23) or preparatory (vocational⁶) trainings for people with disabilities can also be useful and effective activities, which influence directly or indirectly the way of getting a secure and paid job in the open labour market.

SE services are directed to both beneficiaries and of course beside a good preparation of the person with disability also possible employers should be convinced about an employment of people with disabilities. For instance an awareness of the benefits for employers should be raised by the SE service providers: free support from SE service providers, free advice concerning disabilities and inclusion, sensitization of co-workers, guidance through financial funding systems, support during the job matching period, etc. Of course there is as well a positive impact on the current team and the employment of a person with disability can also be seen as a promotion of the company`s social responsibility. Experiences of other European countries and a lot of positive case studies show the high productivity and efficiency of people with disabilities in their working places. If job matching and team integration are appropriate, there is in most cases no performance difference from the person with disability to his/ her co- workers.

Supported Employment is a *“proactive, individual- orientated method to enable people with disabilities access their right to work”* (EUSE Toolkit, 2010, p. 47) and has to be a core topic for all policy makers in all European countries. There is as well a position paper from the EUSE to reach policy makers (EUSE Toolkit, 2010, p. 44) and to convince them about the advantages of SE methods.

⁵ „Are unpaid and can be for any amount of hours per week. A work experience placement should be time-limited to avoid exploitation of the job seeker and EUSE would recommend that 8-12 weeks is a sufficient time period to meet the objectives of the placement” (EUSE, Toolkit, 2010, p. 118)

⁶ „vocational education or training prepares persons for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific vocation” (EUSE Toolkit, 2010, p. 118)

2.2. Regional legal framework

In order to get an overview of the possibilities for people with disabilities at the open labour market, it is also important to have an eye on legal framework in the country. In this chapter we will summarize main points for Turkey in order to focus on the key issues during an assistance support for people with disabilities on their way to employment.

Employment is a **constitutional right** for all in Turkey. According to Disabilities Act (5378)⁷ choosing a profession and getting vocational education can not be restricted for the people with disabilities. According to statistics⁸, in Turkey, there are about 8.5 million people with different physical and mental disabilities which account approximately 12.3 % of the total population. 58,6 % of them are male, 41,4 % are female. According to Disabilities Act, discriminatory practices against persons with disabilities can not be used during technical evaluation, selection process and hiring, and in terms of proposed working hours and conditions or in job application forms. Employment of the people with disabilities that are difficult to reintegrate into the labor market, will be primarily provided through **sheltered workplaces**. The Disability Act gives responsibility of vocational rehabilitation of disabled people to related organizations and local governments. Turkish Employment Agency provides fund for the projects focusing on vocational training, rehabilitation and employment of disabled people, as well for sheltered workplaces⁹.

Quota arrangements are common to stimulate the employment of persons with disabilities. Turkey's legislation specifies that private businesses with 50 or more workers have to employ 3% PWD and public offices have to employ 4% PWD.

Employers of people with disability also can get **financial support** from the government in Turkey. It is important to check out this financial information for the employers in order to raise their interest of employing a person with disability. For current information of financial support for employers look in the annex of this manual.

A special cooperation partner in Turkey is the Turkish Employment Agency. Companies who want to hire a person with disability should apply to Turkish Employment Agency (IŞKUR)¹⁰ where all unemployed people with disabilities registered. IŞKUR matches the supply and demand of workforce.

⁷ <http://www.ozida.gov.tr/ENG/?menu=legislation&sayfa=act> (07.11.2013)

⁸ www.tuik.gov.tr (07.12.2012)

⁹ "are adapted workplaces especially for the employment of severely mentally and physically disabled people" (T-EST Report N25, p. 3)

¹⁰ <http://www.iskur.gov.tr/> (07.11.2013)

2.3. Implementation and Service Providers

In order to achieve a good quality in working with Supported Employment methods, it is needed to have right SE providers and workers to reach the aim of employment for people with disabilities. SE workers are faced with different roles within their daily working routine. Beside training and guidance skills to support people with disabilities, they also have to do networking, marketing, mediation and have to be equipped with employment law knowledge in order to inform employers and employees. SE worker's attitude towards his beneficiaries has to be customer orientated. Self-determination and empowerment are two key features in working with the people with disability and lead to an assistance attitude towards them. This concretely means enablement of independence and assistance only when it is needed.

In some European countries, like in Austria, the tasks of the SE workers are splitting in two specialized roles. First the *SE worker* is responsible for looking for a job and does the job matching between employer and person with disability. If the work on the new working place of the person with disability starts, the on-the-job support from a specialized *JobCoach*¹¹ starts. There is a strong link between them and of course a good cooperation is needed. In other countries SE workers are undertake both working fields and include the JobCoach-tasks in their work. The point to highlight in this manual that it is important to discover how it will work best for Turkey, because services always redevelop and should be seen flexible. In comparison with other European countries Austria has limited **support durations** in Austria (max. 1 year SE worker; max. 6 months JobCoaching), so the funding system restricts the support possibilities in terms of time. Other countries don't have this time restrictions and it is important to keep it in mind when it comes to project applications for SE services.

Country **funding structures** are also different. Some support systems are organized in a top-down structure, like in Austria where the federal social service offices as contracting entities give an assignment to support services. In other countries SE services are funded by regional, municipal entities and can be described as bottom-up structured. The possible and best way for Turkey has to be found.

The main focus of the manual lays on the attitude of the SE workers towards people with disabilities, their working possibilities and the setting of being an assistant, but for a project implementation it is important to keep frameworks in mind as well.

¹¹ „EUSE defines JobCoach as a role specific to providing in-work support and this term is therefore only applicable to a part of the Supported Employment process” (EUSE Toolkit, 2010, p. 115)

3. Process and Methodology of Supported Employment

Supported Employment can be described as a five stage process, which is flexible and orientated on the individuals' needs and abilities. The EUSE Toolkit for SE provides basic and useful information concerning these five stages, gives advices and tips regarding to methods in this working field and it is not definitive but rather *"illustrative of the process and methodologies to be considered in the delivery of Supported Employment services"* (EUSE Toolkit, 2010, p. 53).

Figure 2: Five stage process of SE



In order to reach the implementation of this method in Turkey, we will now discuss all five stages in detail. How to work with people with disabilities against the background of SE principles? How to do a vocational profiling? How to get in contact with possible employers and how to link them to the idea of employing people with disabilities? And finally how can you support people with disabilities directly at their working places?

This manual shows possible ways of working with SE methods, but it is an ideal- typical stage process, which has to be adapted to the service circumstances. Furthermore the attitude towards people with disabilities and their employability is crucial.

3.1. Stage 1: Client engagement

In this stage people with disabilities should be informed about their chances, possibilities, rights and possible supports in order to make **informed decisions**. After this stage they would find a decision to the question if they wish to use Supported Employment tools to find a paid working place and further they will have an agreed action plan of the usability of particular services within this SE support. *“The activities in this stage must be relevant, person centred and part of an agreed plan of action to ultimately support the individual into open employment.”*¹² Client engagement will always be different for individuals, but it is important to reach a concrete plan of working together between the job seeker and the SE worker.

First of all a publicity materials are very important for SE providers to the effect that possible job seekers will be prepared for a first meeting or can get information about the SE services and other possible services for them. The **first contact** to the SE provider should be low-threshold, for instance different possible ways of contacting (phone, E-Mail, face-to-face, etc.) should be possible. Within this first contact a face-to-face **initial meeting** should be arranged. After this first contact the co-operation between the job seeker and the service provider will be started in the initial meeting. Ideally this initial meeting is face to face and all needs of the job seeker, the person with disability, has to be considered (social environment, amount of information, length of the meeting, etc.). This session should ascertain all relevant information concerning the person with disability and will include as well information about health, housing, income matters, personal circumstances. Further it is important in this phase to build up trust and respect and to make sure, that all needed information is given by the SE worker. The job seeker has to be involved in and has to give his agreement for all discussions or conversations about this support, even if the SE worker is talking with other stakeholders. The principles of self-determination, empowerment, individuality and respect always have to keep applied.

After such an initial meeting a **planning discussion** will lead to a consensual agreement. For instance „*Personal Future Planning*“¹³ can be an appropriate person-centred method of doing such a planning discussion.

Person-centred methods are good methodical tools for working with people with disabilities on their aims and wishes for the future. Especially this person-centred attitude is inevitable for working together with job seekers with disabilities, because what we believe and think about people with disabilities shapes their opportunities in developing and of course the way

¹² <http://www.euse.org/process> (28.06.2013)

¹³ For further information, see: <http://www.inclusive-solutions.com/pcplanning.asp> (28.06.2013)

of assistance we provide. So it is important to reflect: How can we make sure that support services respond to the individual needs of persons with disabilities and help them live included in the community?¹⁴

Figure 3: Client Engagement¹⁵



Efficient and understandable communication between job seeker and SE worker is needed during this client engagement phase in order to get a basis for further working together and of course a commitment of an agreed action plan. An **action plan** will include following points: „*What shall be done? Who is responsible for the realisation of the actions? When will the actions be realised? Who will ascertain that the action was realised?*” (EUSE Toolkit, 2010, p. 60).

Useful Tips¹⁶

- Make sure that the information you give is understood by the job seeker
- Make sure that you understood the information you got from the job seeker
- Offer both written and spoken information
- Use easy language
- Take your time to find out what kind of environment best fits the meeting with the job seeker
- Be aware of how signs or symbols can affect the first meeting with the job seeker
- After a meeting, always summaries what has been said or agreed. If needed, write it down and give it to the job seeker

3.1.1. National challenges

In Turkey people with several disabilities get support for caring costs and money from the government. *“Inactivity trap, the comfort of caring fees and disability wages may also lower the motivation of getting employed”* (T-EST Report N26, p. 20). Enlightenment of their possible ways of getting employed or losing their benefits is one of the most important consultant issues in those cases.

Based on the statements of interviewed people with disabilities, they already used assistance from İŞKUR to find a proper job and approaching the employer (see, T-EST Report N26). This organisation in Turkey provides for each person with disability a job consultant, who is

¹⁴ Further information: <http://www.helensandersonassociates.co.uk/> (07.11.2013)

¹⁵ Compare: EUSE Toolkit, 2010, p. 54- 61

¹⁶ EUSE Toolkit, 2010, p. 60

responsible for guidance and job counseling, but the direct involvement of the job seeker is low. So to focus on the SE perspective, it is not possible to raise motivation of people with disabilities without their own choice for it.

Client Engagement is crucial for the whole SE process and to identify the motivation of the people with disabilities to work is most important in this stage. The person with disability should make an informed choice after all counselling concerning his/her wish of being supported by finding a working place.

3.2. Stage 2: Vocational Profiling

In this stage the goal is to **collect all relevant information** from the job seeker, person with disability in order to identify his/her motivation, particular interests, work attitudes, resources and needs of support. It is important to work together with the job seeker, as an active partner, on a realistic view on possible working places and ways for career development. This is a process of getting to know the person with disability in relation to work – expectations, learning needs, former working experiences, job preferences, education history, trainings, personal skills and abilities (daily living skills, communication, social skills, weekly routines, etc.)¹⁷. A holistic picture of the job seeker is the aim in this stage, as well for the person with disability himself/ herself in order to make appropriate decisions. It is an ongoing discussion between the person with disability and the SE worker and this process needs a few meetings between them. *“The profile informs the practical job finding and makes it more likely that we find a high quality job match.”*¹⁸

Of course it is important to discuss about **information disclosure**¹⁹ with the person with disability and to find an agreement between the job seeker and the SE worker about it. It is essential to think about new working places in context of the particular disability and what information have to be disclosed, respectively what kind of information have not.

After the collection of the relevant information **career planning and support strategies** are necessary next steps. A realistic view on possible workplaces is important and also a clear view on the support needs on and off the working place of the person with disability. For instance, if legal frames allows, job tasters²⁰ or working experience placements could be

¹⁷ EUSE Toolkit, 2010, p. 77

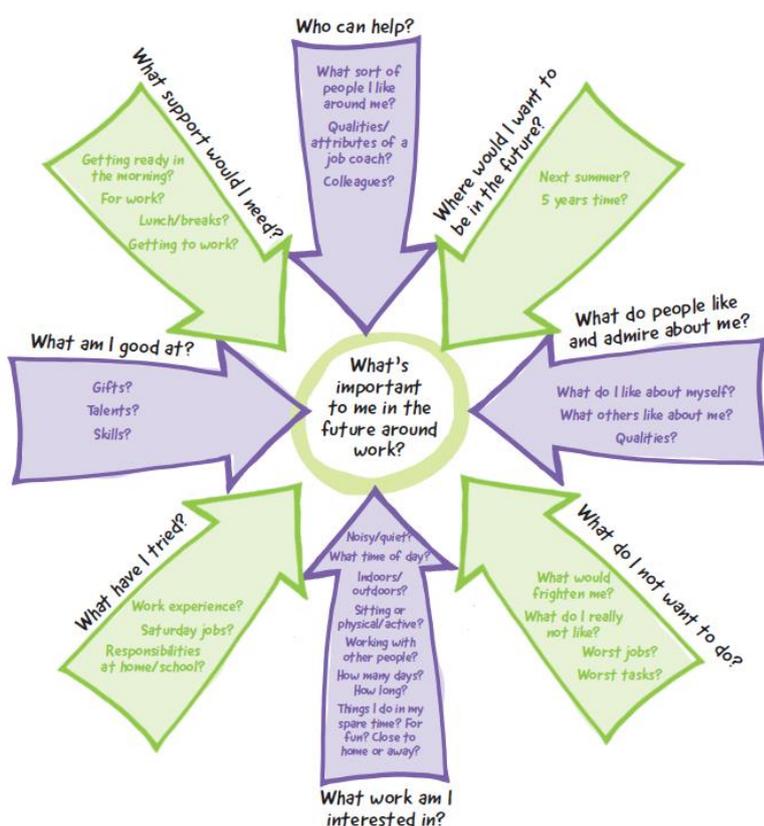
¹⁸ <http://base-uk.org/bases-history-aims-and-structure/about-supported-employment> (03.07.2013)

¹⁹ „The individual must give their consent for information to be disclosed and it is important that disclosure provides only information that is relevant to the job situation. For some job seekers it is important to prepare what kind of information is necessary to disclose before approaching employers” (EUSE Toolkit, 2010, p. 65)

²⁰ „short periods [last no more than one week] of usually unpaid work are used in the vocational profiling process for clients with little or no working experience.” (EUSE Toolkit, 2010, p. 115)

used as instruments of getting a concept of different working situations. For Turkey such ways of job tasting does not exist, but this would be massive achievement on the way of employing people with disabilities. Policy makers have to be informed about the background, main issues and European standards of Supported Employment in order to provide such possibilities for people with disabilities. Sheltered workshops²¹, voluntary work or vocational trainings can be seen as preparatory step for integration in the open labour market, but working experience placements often enables an employment in a company.

Figure 4: Person- centred arrow template²²



In this stage it is needed to clarify the support needs of the person with disability. For instance it is possible to use again person-centred materials (Figure 4) to get an idea of what is important for the person with disability in the future work. There are different person-centred methods for vocational profiling, but there exists a lot of differing tools of profiling, which also can be used in this stage. Various questionnaires deal with profiling or especially developed computer tests are as well available.

The consequent next step is the creation of an **action plan** to move on to the “Job Finding” stage. This action plan should include the objectives, responsibilities (job seeker, SE worker, social network of job seeker, etc.), concrete timeline, future achievements and should regularly be reviewed. It is important to involve relevant people in planning this action plan. The responsibilities for each step should be divided and concretely named and all in the action plan included persons should be involved in the planning session. Aims of an action plan have to be in accessible language, concrete, measureable and originated from the consensual discussion. The monitoring of such action plan is needed to ensure the agreed common way and to illustrate alternative possibilities if one aim could not be achieved.

²¹ „provides employment opportunities for people with disabilities or disadvantages. The word sheltered refers to a protective environment, workers can be paid or can receive benefits” (EUSE Toolkit, 2010, p. 117)

²² <http://www.helensandersonassociates.co.uk/media/39678/arrowtempfilledin.pdf> (07.11.2013)

Useful Tips²³

- A person-centred approach should be used to collect relevant job related information
- Empower the job seeker to take part actively in the entire process
- Allow the job seeker to decide
- Review the Vocational Profile frequently
- The Employment Support Worker must be guided by a code of ethics
- Summarise and agree on what has been decided
- Confidentiality is required
- Make an Action Plan and review this frequently

3.2.1. National challenges

People with disabilities often have a low level of education and a lack of experiences at the open labour market also makes it harder to achieve a clear view of possible working places. *“The vocational skills and education level of people with disabilities are very low. The employers prefer to employ less disabled ones over severely disabled people”* (T-EST Report N26, p. 20). Maybe a vocational training or job tasters/ working experience placements could be a first step of the integration on the open labor market. It is important to see the differences between training outside of an employment context and support directly at the work place – SE providers should concentrate on paid work and possible ways to achieve it. Drawing attention on this difficult educational/ vocational situation of people with disabilities in Turkey is important; also interviewed experts said *“that the awareness of the employers should be raised. People with disabilities are employed at wrong/unsuitable jobs and as a result of this after a short period they quit”* (T-EST Report N26, p. 20). So focusing on the principles of SE (individual job matching, support when needed, etc.) and raising awareness of possible future employers is crucial.

3.3. Stage 3 + 4: Job Finding and Employer Engagement

This is a crucial stage in the process of getting a job for people with disabilities. The process starts with **preparatory work** – accomplish a curriculum vitae, looking for a support network (key players: job seeker, employers, SE workers, funders, family members, social network, service providers) and working on realistic goals in the open labour market (see, EUSE Toolkit, 2010, p. 80). In the annex you can find examples and tips for accomplishing the curriculum vitae. As an advice you should also do an internet research of CV writing in

²³ EUSE Toolkit, 2010, p. 70

different business areas and keep the question in mind: which kind of company do you want to reach with what kind of CV? The extent of the preparatory work differs for every person and it should be done person- centred like all other stages. This preparatory work might also include training of job interview sessions, working on the image of the job seeker during a job interview and so on.

The figure below illustrates the typical process in between these two stages:

Figure 5: Employment process²⁴



The **job search** starts with the analysis of the vocational profile to point out the employment possibilities. Maybe support networks of the person with disability can offer other working fields as well or have contact to possible employers. In this stage the regional labour market opportunities have to keep in mind (regional differences, urban, rural, etc.). The job search should accompany with gathering information of these possible companies (size, structure, decision makers or general business information). The focus of the job finding stage should lie on both beneficiaries of SE services, employers and job seekers. Furthermore job search is not only focused on advertised free working placements, but should also include support networks, as mentioned before or as well the offer of job carving possibilities for different companies the job seeker wants to work in. Job carving or job creation means “a job [that] is created by identifying parts of a job or tasks that the employer needs completing and can be completed by the job seeker” (EUSE Toolkit, 2010, p. 28). This is a creative task for employers, job seekers and SE workers, because such job descriptions does not exist and might be created for the new employee with disability.

The stage of “**Approaching Employers**” starts with concrete gathering information concerning the companies and their businesses. The way of contacting the employer should be agreed between job seeker and SE worker and is possible differently by letter/mail, by phone, by dropping in, through another person within the company or another way (see, EUSE Toolkit, 2010, p. 83). Meeting the employer is also a matter of agreed action – how is the preparation, who joins the job interview (job seeker alone or SE worker supports the communication) and of course the relevant business language of the employer is needed and therefore communication adapted. Most of all it is helpful to prepare arguments for

²⁴ EUSE Toolkit, 2010, p. 80

employers why working with people with disabilities is valuable. For instance it is important to highlight the high performance of the person with disability in the company (referring to CV), the social impacts (working atmosphere, image of the company, advertisement, changed perspective of co-workers concerning people with disabilities, etc.), the support system (free SE worker for consulting, wage subsidies, tax reduces and savings, etc.) or as well personal benefits which will arise for the employer (networking, personal satisfaction, personal experiences, etc.).

A close engagement of the employers helps them to get to know the person with disabilities and the specifics of working together. If the meeting and approach is successful, an agreement between the employer and job seeker concerning the next steps (employment, working hours, beginning, etc.) is needed. Of course if for instance a job interview is unsuccessful, the person with disability should be supported by dealing with these objections. *“Once we secure employer commitment, a job analysis is usually undertaken. This checks out any assumptions made in the job description and thoroughly investigates the job on offer so that we can describe all its aspects and those of the work place, including health and safety.”*²⁵

A **job analysis** should show a holistic view of the future working place of the person with disability. What kind of duties, tasks, key features (physical, cognitive, emotional, environmental, social, etc.), quality standards, worksite environment, wage, working hours, company culture, transport considerations, accessibility, support opportunities and of course in which way the job seeker can deal these requirements. The general topic is to follow the “place- train- maintain” strategy rather than the “train- place” methods of other supporting services, because training and learning of skills is more efficient in real context of a company (EUSE Toolkit, 2010, p. 23). The motivation of the people with disabilities is also higher if they are employed from the beginning. At this job analysis stage it is important to look at the needs of the employer as well, because now also the employers support tools has to be planned and further implemented.

Job matching is the used word for combining the requirements of the employer and the possibilities of the job seeker. *“Successful job matching meets both the job seeker’s and the employer’s needs”* (see, EUSE Toolkit, 2010, p. 115). In some way it is an ongoing process at the on- the- job support stage to point towards ways of carving together different parts of job descriptions for the special abilities of the job seeker. It is important to have a clear communication with all involved partners in order to point out roles/ responsibilities. This job matching period is specific and individual – some jobs don’t have to be adapted, others

²⁵ <http://base-uk.org/bases-history-aims-and-structure/about-supported-employment> (03.07.2013)

completely. The willingness of the employer and the whole company (co-workers, environment, etc.) is a necessary precondition to create new working fields in their company.

Concrete agreements between employer and employee are needed to **secure a job** and this agreement includes as well what kind of support from the SE worker is needed. Clarifying the responsibilities and the tasks of all three affected parties is important. Sincerity concerning the needed support of the person with disability, the possible support offer and duration and the details of process for all involved people is inalienable. This agreement of securing the new job leads to the stage of on and off job support and possible career development.

Useful Tips²⁶

- Know and involve the job seeker
- Always get the job seeker's consent to allow you to pursue the process
- Always keep the job seeker at the centre of the process
- Know your potential employers
- Encourage employers with experience of SE to talk with other employers
- Make sure that every person involved has a clear understanding of their role
- If the job seeker is agreeable, involve the family
- Develop a knowledge of all the incentives and schemes available for employers, and be aware of how they impact on both job seekers and the employers
- Be honest with the job seeker and the employer in relation to the support needed and the levels that can be provided
- Always do what you promise and meet deadlines
- Ensure that support is available when it is needed
- Portray a professional approach at all times, use a good standard of promotional material, business cards and brochures etc.
- Keep up to date with the details of the jobs advertised
- Where possible, support the job seeker to carry out their job search

3.3.1. Dealing with rejections

Looking for a job is a hard work (job seeking, convincing employers, job matching) and linked with rejections. Often the job seekers have the needed skills for a job but a fear of rejection, so their past history needs to be addressed to ensure continued participation in the whole process. During the common preparation of SE worker and job seeker for the job interview or the meeting with the employer possible rejections have to be discussed right at the beginning

²⁶ EUSE Toolkit, 2010, p. 90

of seeking for a job. Strengthening self- esteem and self- confidence is very important during the whole SE process and especially in this stage. An open discussion about possible rejections or objections is needed, because the job seeker won't be surprised if the job interview turned out that way and maybe some arguments against worries of employers could be contributed. Dealing with concerns and worries of employers in a professional manner is one of the key skills of a SE worker and if it ends with a rejection the SE worker has to empower the job seeker that he/ she should never take a rejection personally! It is a matter of rejecting a particular request/ application, not the job seeker as the person itself. It is helpful to ask reflective questions, think of hypotheses why the employer took this decision and one main aim should be that the job seeker is encouraged by the SE worker to ask the employer for a feedback if he/ she were unsuccessful at the interview. It is important to reach a constructive way of dealing with such feedback in order to be prepared for the further interviews. It is easy to speak about dealing with rejections (focus on strengths, keeping a positive attitude, focus on the next opportunity), but a negative emotional linkage to it is hard to overcome, so therefore *"be careful how you give advice – ask the questions and let the employee find the answers themselves"* (EUSE Toolkit, p. 93).

3.3.2. National challenges

Companies in Turkey hire people with disabilities more because of fear of legal penalty rather than for the sense of social responsibility. If there is no legal obligation it is hard to reach employers. An active contact between people with disabilities and companies is needed and SE worker could be the linking member. If it is possible to bring companies to the topic "employment of people with disabilities" and if there is a good job matching, it will work. *"Company managers without experience are having doubt about the ability of persons with disability to perform specific task required by the job."* (T-EST Report N26, p. 26).

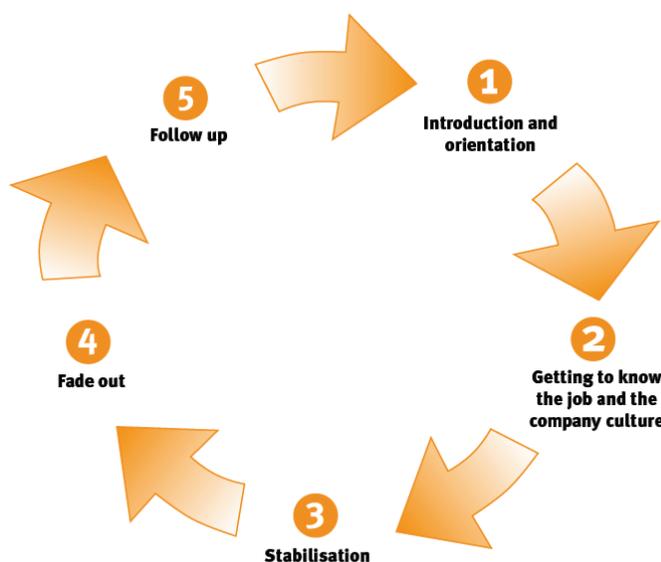
3.4. Stage 5: On and Off the Job Support/ Career development

After the job analysis and the agreements towards it the support directly at the working place begins. On the one hand the new employers should be supported as much as needed concerning to their resources/ abilities and on the other hand the employers or exactly the co- workers of the person with disability should be supported to train the new employee and learn to deal with his/her disability. This natural support²⁷ directly at the working place is very important – first to identify possible supporters, secondly help them to undertake the tasks of mentoring (further definitions, p. 21). The role of the SE worker at the working place has to be defined and should be transparent for all involved people. The support is individually planned, targeted, flexible and of course has to be reviewed on a regularly basis and should help to maintain the job for the person with disability. Job support is often higher at the start of a new job and this time aspect should be calculated in support planning. The amount of support directly at the working place differs from company to company, so the SE worker has to keep in mind company's requirements and his/ her own restrictions (support duration, time possibilities, etc.).

The SE worker should recognize the company requirements, should provide guidance for possible adaptations and *“should be able to provide mediation between the employee, co-workers and the employer”* (EUSE Toolkit, 2010, p. 38). There are two possible ways of support, directly at the work place “on the job” or outside the work place “off the job”. “On the job support” is described later on and the ideal- typical procedure is shown in figure 6 (p.18). If it is needed an appropriate support of the person with disability outside of the working place is also a possible way of external training in order to achieve a better position in the company. Career development is often missed for people with disabilities, but has to keep in mind from the SE worker. Present labour market is characterized by changing working places and not many people stay in the same job their whole working lives. So in order to improve the working position of people with disabilities SE workers should encourage a career development (further training options or increasing the responsibilities at the actual work place).

²⁷ „support offered by the co-workers at the workplace, by employers and important others in he persons professional and private network” (EUSE Toolkit, 2010, p. 116)

Figure 6: Process of Job Support (EUSE Toolkit, 2010, p. 94)



In the figure beside a suggested model of actions in this stage is shown. The first **introduction and orientation** period starts at the beginning of the employment of the new employee. Introduction to the co-workers, receiving the tasks and responsibilities, get in touch with the important aspects (organizational, social inclusion, etc.) and involvement of the person with disabilities in the working field.

Directly from the beginning of this

phase the SE worker should identify possible natural support (co-workers, supervisors, etc.). The support from the SE worker is planned in order to close the gap between the abilities of the person with disability and the requirements of the working place. This planned support actions have to be transparent for every concerned person and should be reviewed regularly. The general attitude during this first introduction and orientation period is again person-centred, that means there is a focus on the abilities and possibilities of the new employee with disabilities and his co-workers and it can be seen as a work on a development of potentials of all employees.

Getting to know **the job and the company culture** is also a very intensive phase. The aim is to learn/ train the tasks (empowerment to achieve the tasks) and build working relationships with co-workers (be a part of the work team) (EUSE Toolkit, 2010, p. 96). Social inclusion is as much important as practical enrolment. If there are any problems with the tasks or the performance of the person with disability the following strategies could adjust the working place: Job carving²⁸, Job stripping²⁹, Job enrichment³⁰. Of course all three strategies could only be successful if the employer and the co-workers agree.

In this stage there are different forms of possible support like consultancy, counseling, advice, learning, training, assistance, restructuring³¹ and it should keep in mind that both

²⁸ „the tasks of the new employee are taken from the job descriptions of different existing jobs in the company“ (EUSE Toolkit, 2010, p. 97)

²⁹ „taking away some tasks from the regular job description that are difficult to do for the employee because of his disability“ (ib., p. 97)

³⁰ „adding of new tasks to the job description according to abilities of the employee or to foster inclusion in the company“ (ib., p. 97)

³¹ „Apadations can include:

– Help for structuring (symbols, photos, colours instead of writing)

employers and employees should be reached. *“The issues may vary and it is imperative that the Employment Support Worker maintains their professionalism at all times”* (EUSE, Toolkit, 2010, p. 98). An expertise of the SE worker is therefore very important, on the one hand to really know the person with disability he or she is working with and on the other hand to know about all relevant information for all involved partners.

During the **stabilisation** phase the new employee now can perform all tasks correctly. Working together with the co-workers and the possible problems should be discussed with all involved people in regular meetings. The co-workers should be like mentors or natural supporters directly at the working places and should be the direct contact person for the new employee in case of open questions. Mentoring can be defined as *“a one-to-one, non-judgmental relationship in which an individual mentor voluntarily gives his/her time to support and encourage another”* (Home Office, UK, 2001). As well the support of the SE worker can be evaluated and reviewed at this stage – what kind of support was useful, what should be continued? Also the next period should be planned, how long the support will continue/ is necessary and at which moment the fade out³² period starts.

Empowerment and self-determination are goals of a SE process and therefore a **fade out** of the support at the working place is necessary to achieve them. *“This can be done by encouraging independence at all times and involving co-workers e.g. as mentors”* (EUSE Toolkit, 2010, p. 101). A further contact to the SE worker is possible, if required for instance in case of problems or crises. This stage is directly linked with the **follow up** phase, while the SE worker is available when needed. Maybe if the employee with disability wants to move to a better position in the company in the future, he/she could contact the SE worker again. An ongoing contact to the employers and employees could maintain a positive partnership for common future actions.

This process of job support is also related to maintaining a job of a person with disability, if there are problems in the company or a risk of losing a reached job. So this following up work is also very important. Sometimes a crisis intervention is needed or maybe an ongoing support for the person with disabilities. For instance a person with disability is working at his/her working place for a few years and now a support is needed to learn a new task or he/ she needs support outside of the work place (changes in mobility, private circumstances, etc.). Or

-
- Supports for orientation (task flow charts, plan, task cards, to do list)
 - Technical tools (such as a calculator, talking clock, dictaphone, etc.)
 - Help for remembering
 - Self evaluation tools (such as self control tools, checklists and competence grids, work diary)³²

(EUSE Toolkit, 2010, p. 100)

³² „In some countries the duration of job support is limited by the funding agency, whilst the concept of Supported Employment states that the support should be available as long as necessary“ (EUSE Toolkit, 2010, p. 100)

also training outside of the working place can help to progress the position in the company. Assistance for the employee with disability should be available.

Useful Tips³³

- Be sure that everyone understands what their role is and that you clearly understand what your own role is
- Be sure that the employer and the employee know how, when and where to contact you
- Be careful how you give advice – ask the questions and let the employee find the answers themselves
- Respect the employer's workplace and make appointments for any visits
- Show an interest in the workplace and the people working there
- On and Off the Job Support is not therapy. Try to ensure that the person has other supports in place for different aspects of their lives

“Supported Employment services should see career development and job progression as an integral part of the Supported Employment process and seek to resource this activity appropriately.”

(EUSE Toolkit, 2010, p. 101)

4. Recommendations on SE process

The SE process provides a clear structure and procedure of supporting people with disabilities and all included values, principles and standards build a framework of possible forms of implementation. During the T-EST project and especially during the implementation period general recommendations to the SE process were developed. The draft manual was used and reviewed by all implementation coaches during the implementation period (June – October 2014) in Turkey. Throughout the project partnership discussions in the project we agreed on following discussable matters:

- **Working groups:** while the principle of individuality underlines that SE workers have to regard *“each individual as unique, with his/ her own interests, preferences, conditions and life history”* (EUSE Toolkit, 2010, p. 10), we also identified the need of working in groups as well. Individuality is the basis, but for instance application training, social skills training, communication training, etc. can be realized in working

³³ EUSE Toolkit, 2010, p. 102

groups as well. For some people with disabilities such groups are also a possibility for sharing experiences, getting in contact with others and training as well their social behavior in groups. In terms of a good relationship and trust a constant support person is the best possibility to reach commitment and to support the person with disability in making informed choices. Therefore in general during all SE stages an one-to-one/ face-to-face support is needed, building up trust and personal regular meetings are necessary to achieve agreed targets, but in some cases group working could enhance the process.

- **Splitting the process:** during the implementation period we ascertained the difficulties of fulfilling all five stages of the SE process for new service providers. The variety of support possibilities/ necessities – preparing people with disabilities for a job, support in different living situations in order to reach a job, looking for a job, on the job support – couldn't hardly be incorporated by one person. The responsibilities are also hard to define, if no clear assignment is given. For instance the Austrian separation of Employment Support worker³⁴ and Job Coach³⁵ is as well sometimes confusing in terms of responsibilities. On the job support, directly at the working places of people with disabilities is realized in Austria throughout JobCoaching. Therefore it is important for future implementation of SE in new countries to identify possible structures for splitting the process or realizing it in one hand.
- **Supervision:** beside one-to-one support with people with disabilities the reflection of the whole supporting process in a team of professionals is very important. The five stage process is adaptable during the coaching, but to reflect how to do this a specialised exchange is essential. The original EUSE Toolkit and this manual as well give methodological overviews how to implement SE services and shares national circumstances, but concrete templates and testing materials should be created or used by the service providers themselves. There are different examples for instance for vocational profiling on internet basis³⁶, but to find appropriate materials also the existing organisational circumstances of the support service providers has to be considered.

³⁴ „Person working as a guide with people with a disability for a Supported Employment service provider throughout the 5 stages of Supported Employment. Professional backgrounds and job descriptions may differ throughout Europe as well as respective terms in different countries.” (EUSE Toolkit, 2010, p. 109)

³⁵ „EUSE defines JobCoach as a role specific to providing in-work support and this term is therefore only applicable to a part of the Supported Employment process” (EUSE Toolkit, 2010, p. 115)

³⁶ <http://www.kent.ac.uk/careers/tests/spatialtest.htm> (07.11.2014), <http://nonverbalreasoning.net> (07.11.2014), FIT – picture interest tests (<http://www.berufsfotos.ch/bilder/Webga/BF2/index.html>, <http://www.berufsfotos.ch/bilder/Webga/BF5/index.html>, 12.11.2014), regional job centers/ employment agencies tests of job interests

- **Proof of attendance:** all participants could receive a dedicated proof of attendance with the features of the projects as well as a list of learning outcomes achieved through the participation in coaching process. Bearing in mind the lower qualification of people with disabilities a proof of attendance is also a way of value somebody's commitment in the SE process and can also be used as a proof of the willingness of finding/ getting a job.
- **National case studies:** The annex of this manual comprises general case studies of the implementation period. Case studies related to specific stages of the SE would make the manual more practical. This examples should be taken out of whole support context and focus just on the method used in the current stage. This recommendation shows that this manual builds up a current situation, should be practically used in future, whereby a further development could be achieved through national case studies and methodologies.
- **Specialisation:** During the implementation it was obvious that specialised coaches are needed to realize such support services for people with disabilities. Therefore special trainings for SE worker should be installed and such services have to get a secure national long term funding. Only if training and funding of support services are granted sustainable support for people with disabilities on their way in the open labour market is viable.

ANNEX

I. Specification of support possibilities in Turkey

Financial measures: Employers who employ more persons with disabilities than the legal requirement of 3%, or hire persons with disabilities although not having an obligation or disabled persons above a reduced working capacity of 40% are subsidized by 100 percent of reduction of social insurance contribution for each disabled worker. The part of reduction is paid by the Treasury. People with disabilities who are active in the labour market, benefit from tax reductions which amount differs according to the degree of disability. Application of this measure is administered by the Ministry of Finance and Ministry of Labour and Social Security and Undersecretary of Treasury³⁷.

In order to be employed in the **public sector** everyone has to take 'public personnel selection examination'. There is a special test called 'disabled public personnel selection exam (EKPS)

In Turkey there are also private vocational rehabilitation centers which provide vocational trainings as well as physiotherapy and rehabilitation services.

Collective job interviews: After a change on the Regulation on Domestic Employment Services it is now obligatory for companies to hold their 'collective job interviews' at İŞKUR premises. İŞKUR announce these job interviews via their web site. Companies that are legally obliged to employ disabled people send their HR representatives to İŞKUR branches to interview disabled applicants. İŞKUR job and career coaches attend and observe these interviews.

Book recommendation:

Republic of Turkey Ministry of Family and Social Policy (2011): An Analysis of the Labour Market Based on Disability. ISBN: 978-605-4628-38-4. Ankara.

Many existing programs for people with disabilities

<http://www.isdunyasindabendevarim.com/index.asp> (13.11.2013)

Labour Law:

<http://www.mevzuat.gov.tr/MevzuatMetin/1.5.4857.pdf> (12.11.2014)

³⁷ <http://www.maliye.gov.tr/Sayfalar/Eng/AnaSayfa.aspx> (13.11.2013)

³⁸ <http://www.eyh.gov.tr/tr> (13.11.2013)

II. Case studies Turkey

The following case studies were collected during the implementation period of SE methods in Turkey. The case studies give an overview concerning the support process, the common agreements and the reached aims.

Case Study 1 – Coach: Ulaş Ayva (Male) Client: Yakup A. (Male)

Yakup A. is 22 years old, he has dropped-off of vocational high school but have computer literacy. He has 64% disability by hearing loss in his right ear (using a device) and visual impairment. Previously, he worked at a cleaning company where he had to work up to 12 hours per day without overtime paid. When he applied to the Turkish Employment Agency (İşkur) Konak Branch, Yakup A. met the job coach Ulaş Ayva at the first day and accepted to take part in the Supported Employment process. At that time he was working at a touristic camp's kitchen as a dish washer, which was a seasonal job.

Coach Ulaş Ayva first informed him about the open position at a cargo company. Yakup A. went for the interview but he said it was not good for him. The day after, the coach invited him to the İŞKUR office to talk about what went wrong. He explained that it was a very demanding job and would require overtime work, and the workplace was too far. The coach then invited him to take part in a collective job interview. The company, ISS Global, which is one of the world's largest subcontracting services provider was looking for 6 persons with disabilities for their open positions. Two company representatives were present at the interview. They explained the characteristics of the open positions. Yakup A. accepted to work as a cleaning staff.

Until now, he has been working at a private hospital as a cleaner. There is also a future opportunity for him to work in the front office where he may use his computer skills.



Pictures above: Mr. Yakup A. (left) during the collective job interview with company representatives.

Case Study 2 – Coach: Sultan Kartallier (Female) Client: Berivan A. (Female)

Ms. Berivan A. is just 16 years old. She has 83% disability due to epilepsy. She is a graduate of primary education (8 years). As she is under 18, it was difficult for her to find a job. For a while she tried to look for jobs by herself. Then she applied to Konak İŞKUR. Ms. Berivan met the job coach Sultan Kartallier at the first day and accepted to take part in the Supported Employment process. She did not have any previous work experience. But she had computer skills and good communication abilities. She was insistently looking for desk jobs or hospital front desk positions.

Job coach Sultan Kartallier supported her to create a CV that she never had. Afterwards together with her coach, she made 2 applications; one to the university hospital and second to a private hospital. Unfortunately, due to her young age and lack of experience, she was rejected. She was very depressed and she started visiting Sultan Kartallier almost every day without making any appointments. If she can't find her in the office she was calling her even at night from her mobile phone. Although it was not part of her job description, the job coach tried to support her psychologically and motivated her. She invited Ms. Berivan to attend 2 collective job interviews at Konak İŞKUR building; first by a well-known patisserie chain in Izmir, and second by a subcontracting services provider company (working mostly with hospitals). However she couldn't get any positive answers. Her job coach, tried to persuade her to develop new skills, because she was very stubborn with asking only office positions and that was limiting her chances of employment.

On the 15th of August she met her job coach again and this time Sultan Kartallier told her about the vocational course (organised by İŞKUR) which will last for 6 months to become an assistant cook. Ms. Berivan first hesitated to apply but then she decided to attend the course. After this date, she did not call her job coach that often and when the job coach have contacted her, she told she found the job of her life. She said didn't expect that she would like cooking this much and thanked her coach for her continuous support and bringing new perspective to her career.

Both Ms. Berivan and her job coach Sultan Kartallier are very optimistic that by the end of the course she will have a better chance in finding jobs. For the evaluation of the supported employment process Ms. Berivan said that she was very happy being one of the beneficiaries of the T-EST project. She was kind of attached to the Konak İŞKUR and she perceived her job coach as one of the members of her own family. She is very much satisfied that her perspective towards the type of job has being changed, she gained self-confidence and she is very positive she will be a successful cook in the future.

Case Study 3 – Coach: Serkan Özdemir (Male) Client: Gülden B. (Female)

Ms. Gülden B. is 26 years old. (D.O.B. 1988) She is diabetic with 40% disability. She is a university graduate and has a degree in teaching French. She has a type-B driving license and drives actively.

During their first face to face meeting coach Serkan Özdemir and Gülden spoke about her strengths and weaknesses and her future plans. She told that she doesn't want to work in other areas other than her expertise and wishes to establish her own job in the future. She is not married and lives with her family. She doesn't want to work on weekends.

First, her coach Serkan searched for jobs in private schools as a language teacher but there were no open positions. Then Ms. Gülden and coach Serkan met again and reviewed open positions on İŞKUR online system. Coach Serkan encouraged her to apply to other jobs instead of waiting for a teaching position. So, she applied to a private hospital to work at the reception desk and got accepted immediately. Currently she works at the hospital front desk but her coach Serkan still looking for open teaching positions and will direct her to private language schools if he finds better available jobs.

For the evaluation of the supported employment process both Ms. Gülden and her coach Serkan stated their satisfaction from the supported employment process and were happy to be a part of the project.

Case Study 4 – Coach: Aydın Eser (Male) Client: Emine T. (Female)

Mrs. Emine T. is 47 years old. She has 60% musculoskeletal system disability caused by polio but she can walk without any equipment. She is married and having a child. She had lived in another city (Mersin) and worked at a firm for 19 months dealing with kitchen works & cleaning.

She applied to Konak İŞKUR and met her coach Aydın Eser there and accepted to be part of the T-EST project. She was assisted by him during the SE process. They made several meetings either face to face or through phone. Emine was looking for a service staff (kitchen & cleaning) position but due to her health conditions she can't remain standing for a long time. Emine told her coach that she looked after her mom for a long time so she knows nursing of old and ill persons. She said she could attend courses in this field to have necessary qualifications. Her coach realised she was more enthusiastic for nursing compared to service staff positions. Her coach Aydın Eser, informed that a professor is looking for a person to take care of his mother. Mrs. Emine met the professor but her smoking habit prevented her to get the job.

She met her coach again to prepare a CV together. The CV has been sent to several firms; a catering company, a hotel, a hospital, an HR company, a shop at textile sector etc. On the

other hand, she attended collective job interviews at Konak İŞKUR building; mostly for cleaning type of jobs. Unfortunately the jobs either required more working hours than she would accept or were tiring for her. Her coach Aydın Eser, checked other available positions through the Konak İŞKUR general database searching all districts of Izmir. At another district, in Buca, they found an open position for nursing an old lady. She said transportation will not be a problem and she will start smoking less if she gets the job. As of 9th October 2014, Emine started working at the house of this old lady as a caretaker and she is very happy because it's a nursing job that she was more enthusiastic from the beginning. She is working from 9 am to 6 pm, and having Sundays free. This is a very good opportunity since she has time to be with her own family. She smokes less and only at the balcony which does not bother the lady.

For the evaluation of the supported employment process Mrs Emine T. said that she was very happy being part of the T-EST project. She said Konak İŞKUR, and her job coach were very helpful from the beginning. She was referred to several job opportunities and attended collective job interviews. She feels grateful for these efforts. She is very satisfied with her new job.



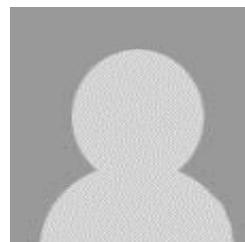
Pictures above: Mrs. Emine T. and her coach Aydın Eser checking İŞKUR database for open positions.

III. CV template – preparing a CV

NAME

Street
Town
County

Tel:
Mobile:
Email:



EDUCATION

Sept - June Vocational education

Sept - July Elementary School

EMPLOYMENT

Sept.- May **Job Title – Employer and location**
Duties and skills used

Sept. – May **Job Title – Employer and location**
Duties and skills used

Sept. - May **Job Title – Employer and location**
Duties and skills used

SKILLS

Communication Evidence for this: presentations, sales jobs etc.

Computer skills Evidence for this: education, certificate etc.

Additional

INTERESTS

A Curriculum Vitae (CV) outlines your personal details, relevant skills, experience and qualifications. It is used to help you “sell yourself” to a prospective employer by highlighting your strengths and achievements. The aim of a CV is to get you an interview. Writing and updating a CV is a useful technique during job search as it helps you to keep track of your skills and experience in one document. Putting a CV together can also help you think about what you have done in employment, education or leisure activities.

The two most common types of CV are:

<i>Chronological</i>	<i>Functional</i>
<ul style="list-style-type: none"> • A traditional format where work experience is organised in date order. • Use this if you're staying in a similar field, your job history shows career development or if your last employer's name may be advantageous. 	<ul style="list-style-type: none"> • Emphasises your transferable skills and experience gained, avoiding any reliance on work in date order. • Use this format when changing careers, your skills are more impressive than employment history, or you have had a range of unconnected jobs.

General tips

- Limit it to a maximum of two sides of A4 – keep it concise.
- Keep it clear and specific – simple language works best.
- Use positive and active language.
- Highlight your selling points clearly.

Buzz words

Through a CV you are saying to an employer “I can do this job” and “interview me”. This means that you need to present yourself in the most positive way possible. One way you can do this is by carefully selecting the words you use to promote yourself. The following work areas and associated words may help when putting together your CV:

Coping with routine

Conscientious, Consistent, Controlled, Coped, Dealt with, Efficient, Managed, Performed.

Working with others

Advised, Co-operated, Counselling, Facilitated, Guided, Managed, Negotiated, Participated, Presented, Supervised.

Achievements

Accomplished, Achieved, Co-ordinated, Created, Developed, Formulated, Revitalised, Recommended.

Problem-solving

Implemented, Improved, Instigated, Interpreted, Initiated, Inspired, Introduced, Investigated.

Initiative

Created, Designed, Developed, Devised, Directed, Established, Formulated, Innovation, Motivated, Negotiated, Organised, Originated.

Skills and achievements

This section of your CV allows you to sell yourself through listing your main skills and experience. You can use the following outline of skills to help you describe your abilities:

Skills with individuals

Communicate well using the telephone, Persuade or sell to individuals, Deal with customers, Manage and supervise individuals, Delegate work to others.

Skills with groups

Communicate to small groups, Lead seminars, Perform or entertain people, Persuade a group, Take part in group debates, Brief a team, Chair meetings.

Commercial skills

Manage or run a business, Spot potential markets, Develop a new business, Design a marketing campaign, Look after customers well, Develop new sales initiatives, Promote or sell by telephone.

Skills with information

Search for or research, Gather information by interviewing people, Check information for errors/proof read, Analyse information, Organise or classify data, Retrieve information, Write reports.

Physical skills

Manual dexterity, Ability/strength/speed, Craft/sewing/weaving, Painting/finishing/restoring, Washing/cleaning or preparing, Setting up or assembling, Growing/tending.

Personal profiles

A personal profile introduces you as an applicant. It is one paragraph outlining your key strengths, achievements and goals. The following examples offer an outline of the different styles you can use:

- A college leaver with excellent computer skills. My college course work and work placements have enabled me to gain good research and presentation skills and an ability to communicate with the general public. I also see myself as an enthusiastic and reliable team player who is willing and able to develop new skills quickly.
- A reliable and conscientious employee with good customer service skills and a proven record of achieving targets and goals, looking to move to a more frontline management role.
- I regard myself as a cheerful and friendly person, who is reliable and trustworthy. I am keen to learn new skills and use my considerable abilities within a garage/car business environment.
- I am currently looking for work in the computer industry. I am very familiar with most aspects of computing and have used computers for many years, and am always confident of learning anything new.

Check your CV

Your CV has around 10-15 seconds to impress a potential employer. It is vital that you sell yourself effectively by using positive language and by easily highlighting your key skills and achievements.

Covering letters**When should I use a covering letter?**

A covering letter should always be included when you are sending out a CV or returning a completed application form. It should generate interest and motivate the employer to want to know more about you. A covering letter is even more critical if your application is speculative, that is not in response to a specific vacancy.

Structure

Base your covering letter on the following outline structure:

Paragraph one

Introduce yourself, state what you are applying for and where you saw the vacancy.

Paragraph two

Outline why you are applying. What in particular has made you send your CV or application form for this particular job? Try to demonstrate how enthusiastic you are about the job. At this stage you can also demonstrate any research you have done.

Paragraph three

This should be a summary of the key points of your CV or application form. What are the two or three best reasons for giving you an interview?

Paragraph four

This paragraph is flexible, and it is your opportunity to explain any gaps in your career. It is also a good place to disclose your disability or mention any adjustments you may need at an interview or test.

An example:

Address

Mr Editor
The Gazette
Fleet Street
Anytown
A0 0ZZ

15 November 2007

Dear Mr Editor

Re: Assistant Press Officer

I am writing in response to your advertisement on 12 October for the above position and enclose my Curriculum Vitae for your consideration.

Reading your company literature and speaking to some of your employees at the recent Anytown Recruitment Fair has convinced me that working for The Gazette will be a challenging and exciting experience. The role of Assistant Press Officer will allow me to develop my existing skills in a commercial environment.

You will see that I have had considerable experience of press officer work during my years at University. I was responsible for all press contact for our student union and for the production of press releases for a number of events. My work experience during vacations has developed a number of the skills mentioned in your advertisement, particularly teamwork and meeting deadlines.

As you will note from my CV, I am partially sighted and will require screen magnification software if there is a PC-based test as part of the selection process. I am happy to utilise my laptop if required. The government's Access to Work scheme will cover the majority, if not all of the costs of any additional equipment required.

Yours sincerely

IV. Example templates – anamnesis, action plan, progress reporting

✓ **Not: Verilen bütün bilgiler gizli tutulacaktır!**

Uygun olan yerleri işaretleyiniz

Kişisel Bilgiler

Adınız: _____

Soyadınız: _____

Cadde/Sokak No.: _____

Yer/şehir: _____

Telefon: _____

SMS: _____

E-mail: _____

Doğum tarihi: _____

Sigorta no.: _____

Uyruğunuz: _____

Doğum yeri: _____

Cinsiyet: kadın erkek

Okul ve mesleki kariyer

Eğitim seviyesi:

Engellilere Yönelik Okullar

İlkokul

Ortaokul

Üniversite

Meslek okulu/çıraklık:

Diğer tür okul:

Eğitimi alınan meslek:

Mesleki kariyer

(Yaptığınız işler, stajlar, mesleki yeniden eğitimler, kurslar, mesleki kurslar vb.)

Eğer mümkünse, CV 'nizin bir kopyasını veriniz ya da size destek olan kişi ile birlikte bir CV hazırlayınız.

Şimdiki istihdam durumunuz hakkında bilgi

- işsiz _____ tarihinden beri eğitim alıyor: _____
- iş arıyor değerlendirme aşamasında: _____
- şu anda çalıştığı şirket: _____
- İrtibat kişisi: _____
- Sürekli istihdam Belirli süreli istidam: _____ tarihine kadar
- Diğer: _____

İş ile alakalı etkenler hakkında bilgi**Güçlü ve zayıf yönleriniz****Mesleki amaçlarınız (ilgi alanları, hoşlanılmayan şeyler, istekler)****Kişi nerede çalışmak istiyor, kişinin ilgi duyduğu meslek nedir?**

Açık (cevap beklenen) iş başvuruları (şirket, iş)

Hareketlilik: Sürücü belgesi: _____ Kendi aracı
 Toplu taşıma Diğer:

İş yeri ile evi arasında gidip gelmeye istekli mi / iş yerinin bulunduğu yerde mi kalmak ister

İstenen çalışma saatleri / çalışma programı / beklenen gelir**Engel durumunuz hakkında bilgi****Teşhis, hastalığın öyküsü, doktor, ilaçlar,...****Sosyal durum****Yaşama ortamı, aile durumu, maddi durum****Sosyal irtibatlar/ ağlar**

HEDEFLER ÜZERİNDE ANLAŞMA

Uygun olan yerleri işaretleyiniz! Somut hedefler – ölçülebilir, tanımlanmış, zamanlaması planlanmış.

İŞ SAHİBİ OLMAK

İş perspektifi/ tedbirler

- 1.
- 2.
- 3.
- 4.

SAHİP OLUNAN İŞİ KAYBETMEMEK/KORUMAK

Tedbirler

- 1.
- 2.
- 3.
- 4.

DİĞER

Tedbirler

- 1.
- 2.
- 3.

Tarih:

Müşteri/danışan imzası

Danışman imzası

Üzerinde anlaşılan hedeflerin tekrar gözden geçirilmesi için
TARİH: _____

