BEO

BUSINESS ENGAGEMENT ODYSSEY

BEO TRAINERS' MANUAL

BEO Project (Business Engagement Odyssey) – Employer Engagement Training and Good Practice Guide Ref: 2023-1 – BEO2-KA220-VET-000164060

CONTENT PAGE

INTRODUCTION

WHY DO WE NEED THE BEO TRAINING PROGRAM?

Across Europe, 87 million people have a disability, yet less than half are employed, with an average employment rate of only 24% per country. Supported Employment (SE) is a proven method to help individuals with disabilities secure meaningful jobs, and employer engagement is a critical element of its success. However, Supported Employment Professionals (SEP) often face significant challenges in engaging with employers, which hinders their ability to facilitate employment opportunities effectively.

The BEO Project addresses this gap by creating the first transnational and specialized training focused specifically on building the skills and confidence of SEP in employer engagement. This key hurdle has long been a barrier to successful outcomes in SE. By co-developing the training with partners from five different countries, the BEO project ensures the program is adaptable and relevant for SE professionals across Europe, regardless of their country's economic conditions, business types, or regional contexts.

To support this effort, the BEO project developed a blended training program on employer engagement tailored for SEP, along with a Good Practice Guide aimed at employers. These resources were designed following a detailed needs analysis conducted across five European countries, ensuring they are closely aligned with the requirements of both SE professionals and employers.

HOW DID WE DEVELOP THE BEO TRAINING PROGRAM?

The BEO training program was developed collaboratively by ASEE and its project partners to offer innovative solutions and services in SE. Building on an extensive network of international relationships and partnerships, the project leverages research and the expertise of experienced teams to create new methods of learning and teaching. The goal is to enable SEP to acquire and develop the skills they need to engage effectively with employers.

The training program was created as part of the broader BEO Project and is closely aligned with the specific needs of the target groups: SEP and employers. Its development was a co-creation process involving all organizations in the BEO partnership and other relevant stakeholders. The training materials were piloted by 50 SEP to ensure their effectiveness and practical relevance.

To maximize its impact, the training program and the accompanying Good Practice Guide were actively disseminated through national and European networks. While many SE training resources are available across the partner states, the BEO project identifies a critical gap in employer engagement skills and develops this specialized training to address it. By pinpointing specific needs and competencies, the project creates a targeted and impactful solution to improve SE practices.

WHAT IS THE RESULT OF THE BEO TRAINING PROGRAM?

The BEO training program equips SEP with the tools and confidence needed to advocate effectively for their jobseekers and address employer concerns about hiring individuals with disabilities. The training provides practical strategies and insights to help SE professionals bridge the gap between jobseekers and employers, especially in addressing misconceptions about disability and inclusion.

The project leverages the current labour market shortage, creating opportunities to encourage employers to hire people with disabilities. It also aligns with additional support mechanisms available in some EU Member States for hiring and retaining individuals with disabilities. Furthermore, SEP play a growing role in vocational education, fostering opportunities for internships and other work experiences for students with disabilities. Enhanced employer engagement skills help SE professionals synergize education and employment, making vocational training more responsive to labour market needs.

By reaching SEP in 21 countries, the BEO project significantly enhances employer engagement throughout Europe, increasing employment opportunities for people with disabilities. This effort directly supports the Strategy for the Rights of Persons with Disabilities 2021–2030, ensuring more inclusive and accessible labour markets. Ultimately, the project seeks to empower SE professionals to excel in their roles, creating long-lasting impacts on employment outcomes for individuals with disabilities.

TRAINERS’ MANUAL

The BEO Trainers’ Manual is a comprehensive resource designed to guide trainers in delivering effective and standardized BEO training programs.

This manual is specifically structured to support trainers in achieving high-quality, consistent delivery, encompassing two main complementary sections: the **Foundations of Training** and the **Learning Activities**.

The first key section, **Foundations of Training**, is designed as a practical guide to help trainers internalize and apply the foundational principles of the BEO training program. This chapter provides crucial guiding principles, expected attitudes, and strategies necessary to create a supportive and empowering learning environment for participants. Key foundational elements covered include the essential **Growth Mindset** and the **Strength-Based Approach**, as well as methods for understanding group dynamics and practical frameworks for learning.

The second key section, which includes the **Face-to-Face Learning Activities**, provides the actual content, tools, and scripts needed to execute the training sessions. The learning activities cover a range of practical topics, allowing trainers to tailor the content based on participant needs. These activities address skills required for effective employer engagement, such as the use of **Broad Brush and Targeted approaches**, mastering the **Three-Column Model** for strength-based action plans, performing **Job Analysis**, creating a **Portfolio** for tracking learning, and practical strategies for **Cold Calling & Employer Engagement**, including how to deal with objections.

The practical content of the BEO Trainers' Manual is organized into a detailed **Toolbox** of structured learning activities. This section includes modules for **Face-to-Face Learning Activities** (such as the Three-Column Model and Job Analysis), **Group Forming Activities** (like the 4 In A Row and Blob Tree Method), and **Digital Learning Activities**. Each tool is presented with a consistent format detailing the title, learning objectives, participant profile, required materials, and a comprehensive script, allowing the trainer to maximize training outcomes. Trainers are instructed to use the toolbox by determining which activities best fit the specific learning needs and objectives of their participants.

It is imperative that the way the training programs are delivered will contribute to their purpose. The **foundations of training** are essential to upskilling SEP. Each learning activity supports the growth in attitudes and skills. They are the common thread as you will see in the way the courses are worked out.

When it comes to the theoretical frameworks, tasks, games, ice-breakers, … there are many applications that you can find and use to ensure you will achieve the goals and (sub)objectives mentioned in this manual. If you are experienced in training and teaching group classes, do feel free to build upon your experience, creativity and ideas in using different learning activities, games, as well as your own materials. As long as you stay true to the goals of empowering SEP, **differentiation can be an asset**, especially if you plan on organising the training program regularly in the future.

So use the manual for your own benefit. Use the trainers’ manual as a guide to achieve the desired goals, with application of the training foundations to maximise the upskilling.

HOW TO USE THE MANUAL

1. **Preparation**:
   - Familiarize yourself with the manual and understand the structure of the training modules.
   - Use the **Trainer's Toolkit** (part II learning activities, part III toolbox) to plan your sessions and ensure all materials are ready.
2. **During Training**:
   - Follow the step-by-step instructions in the learning activities but adapt to the needs of your audience as necessary.
   - Use the recommended activities to engage participants and encourage interaction.
3. **Assessment and Feedback**:
   - Utilize the assessment tools provided to measure participant progress.
   - Record feedback for continuous improvement of the training process.
4. **Post-Training**:
   - Review the supplementary resources for additional insights and to address participant queries.
   - Document lessons learned and report outcomes to support program refinement.

OBJECTIVES OF THE BEO PILOT PROGRAM

To support piloting trainers, the BEO manual emphasizes the following objectives:

1. **Build Trainer Proficiency**:
   - Equip trainers with the knowledge and tools to effectively deliver BEO training program.
   - Enhance confidence in leading training programs and managing diverse participant groups.
2. **Ensure Consistency**:
   - Maintain standardized delivery across all pilot training sessions to uphold program quality.
3. **Evaluate Training Effectiveness**:
   - Gather feedback from trainers and participants to refine the curriculum and delivery methods.
   - Assess the practical application of the BEO training program in real-world scenarios.
4. **Foster Engagement and Collaboration**:
   - Promote active participation and peer-to-peer learning among trainees.
   - Create a collaborative environment that encourages innovation and shared learning.
5. **Document Lessons Learned**:
   - Collect insights and recommendations from the piloting phase to inform future iterations of the BEO program.

By adhering to this guide and the manual, trainers can ensure the delivery of impactful and structured BEO training programs while contributing to the continuous improvement of the program, supporting improved knowledge and competencies in SE across Europe.

The BEO pilot aims to evaluate the effectiveness of the training package in improving employer engagement skills among SEP. The planned output will be measured using qualitative and quantitative indicators:

Qualitative Indicators

- Feedback gathered via pre- and post-training questionnaires from participants.
- Key aspects assessed:
  - Competences trained on and perceived improvements.
  - Confidence levels before and after training.
  - Specific areas of SE work where participants feel more prepared.

Quantitative Indicators

- **Employer Engagement Targets** (for 50-60 SE professionals piloting the training):
  - Average of 12 employers reached per professional within 3 months post-training.
  - Average of 8 active relationships with employers established per professional.
- **Competence Improvement**:
  - At least 80% of participants reporting significant improvement in their competences.

Implementation Overview

- ASEE and GTB will oversee the pilot's implementation across all partner organizations.
- Each partner will train a group of 10 SEP, resulting in a total of 60 trained professionals across Europe.
- ASEE will also conduct a training in another country, delivering sessions in English to SEP.

Output Goals

- Enhanced employer engagement skills among participants.
- Collection of actionable insights to refine and improve the training based on practical experiences.

PART I FOUNDATIONS OF TRAINING

FOUNDATIONS OF TRAINING

Delivering effective trainings requires a solid content framework but also a clear and structured approach. This chapter is designed as a practical guide to help trainers internalize and apply the foundational principles of the BEO training program. The goal is to empower SEP trainers with the values, mindset, and tools necessary for impactful, inclusive, and growth-oriented training sessions. This chapter provides guiding principles, expected attitudes, and strategies to create a supportive and empowering learning environment for SEP participants. These foundations ensure that trainers deliver trainings aligned with the overarching learning goals, while also navigating group dynamics and unexpected challenges.

By adopting the principles, values, mindsets, and approaches outlined here, trainers can foster meaningful engagement and support participants in their growth journeys.

MINDSET FOR TRAINERS

A successful BEO trainer cultivates two essential mindsets: a growth mindset and a strength-based mindset. These frames not only affect how you teach but also how your participants engage, learn, and transform their practice.

Growth Mindset

Popularized by Carol Dweck, a growth mindset is the belief that intelligence and abilities can be developed through effort, reflection, and persistence. This mindset supports SE professionals in overcoming self-doubt and fosters resilience in their engagement with employers.

Trainer Application: Encourage reflection by asking, 'What did you try today that was difficult? What did you learn from it?'. Celebrate effort over perfection.

The BEO training program cultivates a growth mindset, a concept popularized by Carol Dweck. This mindset encourages participants to embrace challenges and view failures as opportunities for growth.

> *"The more I practice, the luckier I get."*
>
> *— Gary Player*

FIXED MINDSET	GROWTH MINDSET
Belief that intelligence and traits are static and unchangeable, leading to a constant need to prove oneself. Those who see their personality or intelligence as immutable have a fixed mindset. They believe neither personality nor intelligence is subject to change and feel the need to constantly prove themselves in all situations.	Belief that abilities and qualities can be developed through effort and experience, fostering resilience and a focus on learning. A personality or traits can improve or change you over time. The future offers opportunities for growth, even in challenging times. A developmental way of thinking.
Characteristic statements fixed mindset	**Characteristic statements growth mindset**
A personality is a given.	Intelligence can be trained.
Intelligence is an enduring trait.	Brain is an organ of growth.
You get it at birth, it's a given.	You can always learn and develop.
Obstacles others can take, not me.	Obstacles are challenges to develop.
Success falls into your lap.	Success is learning and persevering, even in the face of setbacks.
'Beliefs' are focused on judgements.	The 'beliefs' are aimed at change.
'I can't do this'.	'I can't do it yet'.

Table 1 *comparison of the fixed and growth mindset (Carol S. Dweck).*

Now, of course, these are two extremes. Most people have both schools of thought (mixed form), and one of them is dominant.

Now imagine that you believe that all your qualities are a fixed fact, a fixed mindset. Then, according to Dweck, an urge to constantly prove yourself arises. Actually, this makes perfect sense, because if you believe you have a certain level of intelligence, a certain personality or a fixed moral compass, you have no choice but to prove that you have enough of it everywhere: in relationships, your studies, work environment, career, sports and games, etc. The similarity is that people are always looking for confirmation of their own character, personality or intelligence. Every situation always follows a fixed pattern: will I be accepted or rejected, will I succeed or fail? Will they see me as smart or stupid? Will I soon feel like a winner or a loser?

Don't think that you can't reach the absolute top with a fixed mindset; history proves otherwise. However, leaders with a fixed mindset tend to be less pleasant personalities, which is why they also regularly win a place in history.

There are also plenty of managers with a fixed mindset, just as there are more than enough employees with this mindset. According to Dweck, a fixed mindset normally always has a negative impact on all aspects of your life.

The move to a growth mindset can be made once you realise you can change things. Making room for change brings a growth mindset back into the picture since the argument is that anyone can work on a growth mindset!

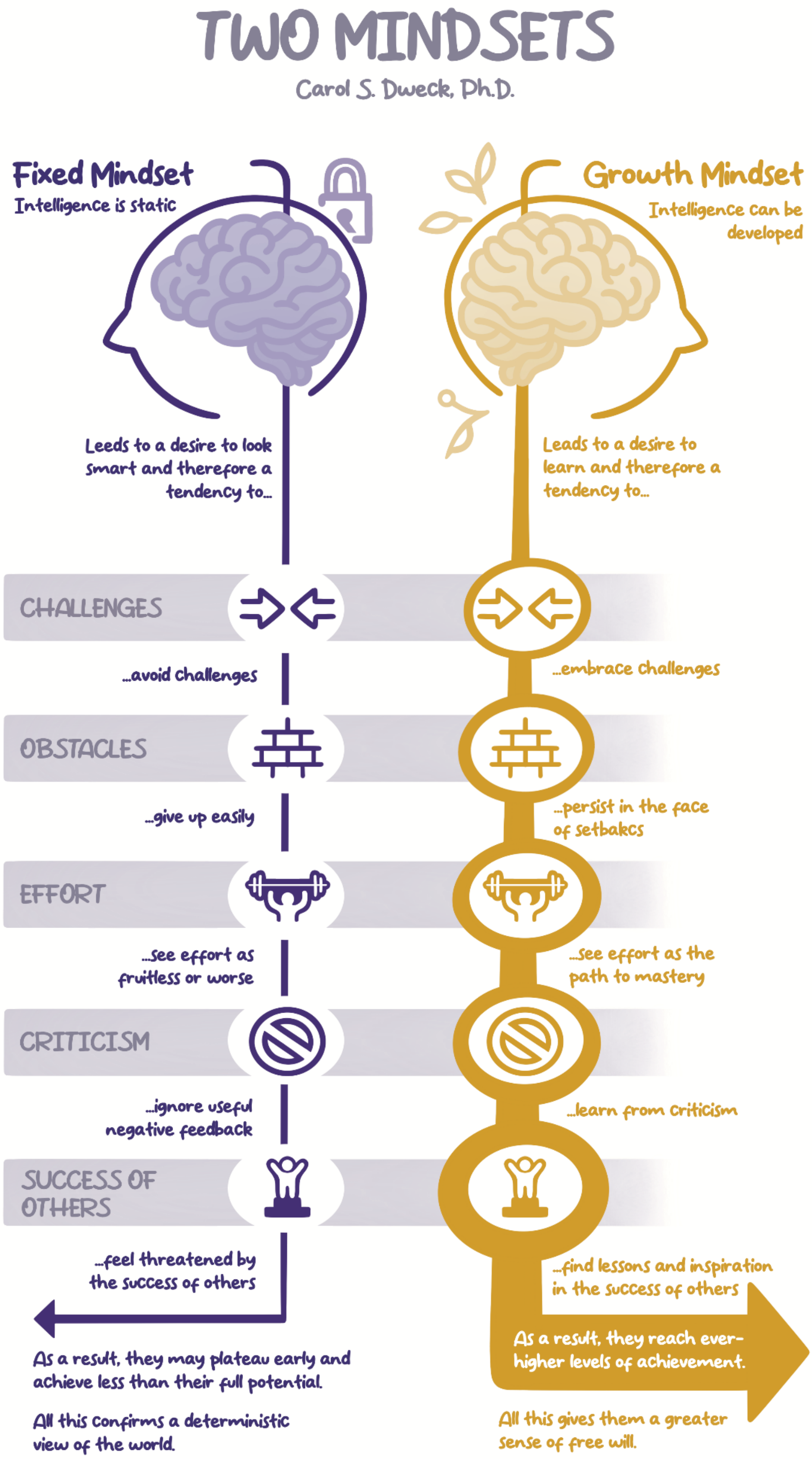


Figure 1 *illustration of the fixed and growth mindset (Carol. S. Dweck).*

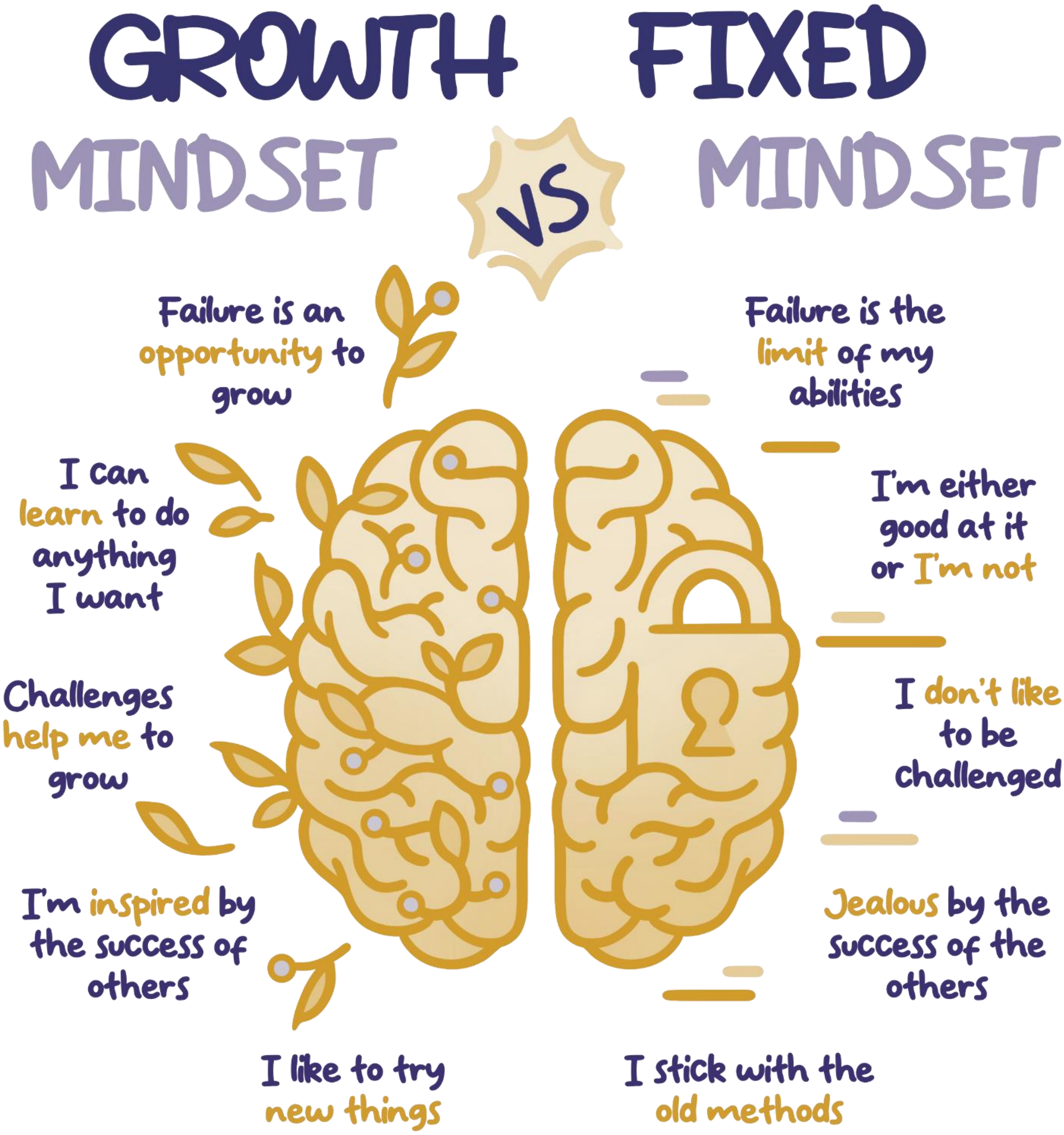


Figure 2 *shows the manifestations of a fixed mindset vs a growth mindset (Carol S. Dweck).*

Indeed, this **growth mindset is based on the belief that you can change basic qualities through your own efforts** . It requires the belief that everyone can change and grow through application and experience. Regardless of your initial talents and aptitude, interests, character or 'temperament'.

According to Dweck, this realisation is hugely important because it opens the way to actually being able to change what you strive for and what you see as success. You do this by changing the definition, meaning and impact of failure. In doing so, you immediately change the deepest meaning of effort. If you follow this mindset, the space to develop and improve yourself through learning naturally arises.

Dweck argues that the fixed mindset can change, but that this can only happen if one learns that this mindset must be modified to move forward. A helping hand from parents, friends, teacher or coach is an important starting point for development. The rest is then done by the person himself, since a growth mindset has been created and this encourages further development.

According to her, people with a growth mindset are likely to continue working hard despite setbacks, and their own view of intelligence may additionally be influenced by environmental support.

Trainer Application: trainers can help participants adopt a growth mindset by:

- Praising effort, strategy, and perseverance rather than innate talent or intelligence.
- Highlighting the learning process and encouraging self-reflection.
- **Boosting confidence** by confirming achievements, appreciating efforts, and setting high expectations to motivate participants to excel.

Strength-Based Approach

This approach emphasizes existing capacities, successes, and aspirations rather than focusing on deficits or problems. In SE training, this translates to recognizing what already works and building upon it.

Trainer Application: Use appreciative inquiry methods and ask trainees to identify 'What's already going well in your employer engagement practice?'.

Within the trainings, we work with a **strength-based approach.**
This way of working is based on principles, values and mindset as described above and assumes several focus elements:

- Desired outcomes rather than problems.
- Existing successes instead of failures.
- Competencies and capabilities over weaknesses.
- Gradual, layered learning, ensuring concepts are built step-by-step.

Often, people are highly focused on problems and defects. They think that by knowing a lot about the problem, the defect, the cause and the culprit, the solution will come into view. This is based on the premise that there will never be a solution without a thorough analysis.
Within the strength-based approach, we do not dive into the problems but into the successes. We examine what helps and has already helped to move forward. We work successfully and look for causes of success.

Strength-based working is a powerful, positive method for bringing about change in people, teams and organisations – as well as jobseekers and businesses! It is a proven method that works (see learning activity three column-model)!

Strength-Based Assumptions

- **Build on What Works:** Amplify successful behaviours to spark creativity and improvement.
- **Seek Exceptions:** Identify times when problems occur less frequently and analyse what is done differently.
- **Assume Competence:** Recognize participants' ability to overcome challenges based on past experiences.
- **Focus on the Future:** Direct attention to goals and possibilities rather than dwelling on past issues.
- **Progress Incrementally:** Emphasize small, manageable steps to drive positive momentum.

It is about what happens between people and less about what you have and who or what you are. Strength-based work is therefore focused on behaviour.

The strength-based trainer's conversational attitude is characterised by cooperative exploration. This means that the trainer explores with the other person(s). The underlying idea is that nobody knows better. A strength-based trainer certainly does not have the last word on what people need to improve in their lives. A strength-based trainer listens attentively, regularly summarises and steers the conversation with strength-based questions. The trainer broadens the perspective and exposes options and possibilities. The trainer also gives advice and tips, when necessary, but also abandons them immediately if they turn out not to fall on fertile ground. Advice is presented, not imposed.

Another important aspect of attitude is giving compliments and appreciation. The strength-based trainer tries to empathise unbiasedly with the other person's situation, is genuinely curious and shows clear understanding. Compliments give strength and recognition. A justified and heartfelt compliment gives us confirmation of effective and strong behaviour. We can give compliments directly by expressing sincere positive appreciation: 'Wow, great you did that!' or, perhaps a more effective way is to give an indirect compliment by asking the other person to compliment themselves: 'How did you handle that?'

Supported Employment and Strength-Based Approach

The strength-based approach and the SE model share a deeply rooted philosophical alignment, focusing on the inherent capabilities and potential of individuals rather than their limitations. Both frameworks reject deficit-based narratives, emphasizing a positive and empowering view of individuals as capable and resourceful. The strength-based approach highlights the importance of identifying and building upon personal strengths, skills, and aspirations, while the SE model applies this philosophy not only to jobseekers but also to employers. By fostering an understanding of the strengths and capacities of individuals seeking employment, the model engages employers as partners in creating opportunities that align with the unique talents of these individuals, thereby facilitating successful and mutually beneficial placements.

A central tenet of both approaches is their individual-centred focus. The strength-based approach promotes a personalized and holistic understanding of an individual's goals and preferences, ensuring that interventions align with their values and aspirations. Similarly, the SE model prioritizes person-centred planning for jobseekers, tailoring strategies to their skills and career objectives. At the same time, it recognizes the pivotal role of employers in the employment process, providing them with support to better understand and utilize the strengths of their employees. This dual focus ensures that both jobseekers and employers benefit from customized strategies that foster success and satisfaction.

Collaboration and empowerment are key principles that further link these models. The strength-based approach fosters a dynamic partnership between individuals and SEP, encouraging active participation in shaping one's growth and development. In parallel, the SE model promotes collaboration not only with jobseekers but also with employers, involving them in the process of creating inclusive workplaces. SEP work closely with employers to identify job roles that align with the strengths of jobseekers, offer guidance on accommodations, and facilitate open communication to ensure a supportive and productive relationship. This dual collaboration empowers both parties—jobseekers to thrive in their roles and employers to effectively integrate diverse talents into their teams.

Both frameworks recognize the importance of ongoing and adaptive support to sustain long-term success. The strength-based approach acknowledges that personal growth requires continuous encouragement, reflection, and adaptability, ensuring interventions evolve as strengths and circumstances change. Similarly, the SE model provides long-term support not only to employees but also to employers. This includes ongoing consultation, training, and troubleshooting to address any challenges that may arise in the workplace. By maintaining this flexible and sustained support, the model ensures that both jobseekers and employers can navigate changes and continue to succeed.

Finally, both approaches emphasize the goal of integration and meaningful participation in the broader community. The strength-based approach encourages individuals to engage with their communities by leveraging their assets to build connections and contribute meaningfully. In a similar vein, the SE model seeks to foster inclusion in competitive work environments, emphasizing the value of diverse talent within businesses. Employers are supported to create workplaces that are not only inclusive but also reflective of the broader community. This engagement ensures that employers and employees alike participate actively in building an equitable and thriving society.

In conclusion, the strength-based approach and the SE model are unified by their shared commitment to recognizing and fostering potential, empowering individuals and employers alike to take charge of their journeys, and promoting integration into the wider community. By addressing the needs and capacities of both jobseekers and employers, the SE model exemplifies how collaboration and mutual support can lead to personal and organizational success. Together, these frameworks provide a comprehensive and uplifting approach to achieving personal and professional fulfilment.

Place Then Train

The "Place then Train" principle is fundamental in SE and guides the BEO approach. It challenges the traditional "Train then Place" logic by asserting that people learn best when immersed in the real context of the job—*not before*. Training should follow placement, not precede it.

Competencies are best honed in real-world environments. While trainings focus on identifying and understanding required behaviours, the application and practice of these skills should occur in professional or personal contexts. The BEO training program is developed to include learning activities during face-to-face training days, as well as learning activities outside of the face-to-face training days.

Trainer Application:

- Encourage trainees to reflect on how real job experiences shape skill development more effectively than simulated tasks.
- Use examples: "What did you learn from your last employer visit that you couldn't have learned from a training room?"
- Help participants design training follow-ups that begin after first contact or job placement, not before.

This mindset also reframes expectations for both the jobseeker and the employer. Instead of preparing for an ideal candidate, the trainer supports **continuous learning in the workplace**—side-by-side with the employer.

CORE TRAINING VALUES

These values act as a compass for every trainer delivering the BEO program. Values are yardsticks. Values help you determine how you work. Values are not goals. Goals can be achieved, values cannot. You can compare values to an ethical/moral compass. Values act as a moral compass, guiding the delivery of trainings. They shape behaviour, decision-making, and the overall participant experience.

By highlighting some values prominently, we indicate how we want the trainings to be delivered. In this way, we can ensure that no matter who gives the training, it has a common denominator through the way it is delivered. After all, a value can be translated into behaviour, guiding the process during the training. Not only is the content important, but just as *valuable* is how it is done.

Customer Centric

Participants are experts in their own (professional) lives. Trainers should acknowledge that participants are best equipped to determine their own paths, decisions, and interpretations.

This principle translates into:

- Offering participants the freedom to select additional learning content based on their expressed needs, preferences and baseline evaluations.
- Respecting individual choices and encouraging self-determination.

Zero Exclusion

No one is left out based on age, background, or perceived skill. Recommend adaptations rather than exclusions. Inclusivity is paramount. Trainings are open to everyone, regardless of background. While trainers may recommend alternatives for participants who may not benefit from group sessions, these decisions are based on individual needs and not on predetermined criteria like age, gender, or education level.

Nothing About Us Without Us

Train with participants. Involve them in decisions and adaptations during the training. We talk with the participants, not about them. Participants are collaborators, not subjects. Trainers involve participants in decision-making and keep them informed at every step. If trainers need to make decisions, the reasoning is clearly communicated to participants.

Informed Choice & Confidentiality

Provide honest, full information about training content and goals. Foster a safe learning space where personal experiences shared are kept within the group.

Participants are provided with options, along with comprehensive information about the benefits, risks, and outcomes of each.

Trainings encourage participants to:

- Reflect on the consequences of acquiring or lacking certain competencies.
- Understand how specific behaviours influence their upskilling needs.

UNDERSTANDING GROUP DYNAMICS

Group dynamics refer to the interactions, behaviours, and relationships that occur within a group of people. For trainers, understanding group dynamics is essential because how a group interacts directly influences learning outcomes, engagement, participation and overall success.

Here's how group dynamics play a role and how trainers can address them:

Role Of Group Dynamics In Training Activities

- **Team Cohesion**: A group with strong cohesion will likely collaborate effectively, share ideas openly, and support each other in the learning process. In contrast, a group with conflict or lack of trust can hinder participation and learning.
- **Participation Levels**: Group dynamics influence who participates actively. For instance, dominant personalities may overshadow quieter members, leading to uneven contributions.
- **Motivation and Engagement**: Positive group dynamics can foster a supportive environment that keeps participants motivated. Conversely, negative dynamics (e.g., cliques, competition) may disengage some participants.
- **Conflict and Tension**: Groups may experience conflict due to differences in opinions, personalities, or approaches. Effective management of these dynamics is crucial to maintaining a productive learning environment.
- **Learning Styles and Roles**: Individuals in groups tend to adopt specific roles (e.g., leader, follower, mediator). Recognizing these roles can help the trainer facilitate balanced participation.

How Trainers Can Take Group Dynamics Into Consideration

By understanding and leveraging group dynamics, trainers can create a more engaging, inclusive, and effective learning environment. Successful trainers proactively manage dynamics to ensure all participants feel valued, heard, and motivated to contribute, ultimately enhancing the overall training experience.

- **Set Clear Ground Rules**: From the outset, establish guidelines for respectful communication, collaboration, and participation. This minimizes potential conflicts and fosters a positive atmosphere.
- **Encourage Inclusivity**: Actively involve all participants by using activities that require input from everyone. For example, use breakout groups or round-robin discussions to give quieter members a chance to contribute.
- **Observe and Adapt**: Monitor group interactions to identify dominant or disengaged participants. Intervene subtly when necessary to balance dynamics, such as redirecting focus or encouraging quieter members to share.
- **Foster Team Building**: Incorporate icebreakers or team-building exercises to build trust and camaraderie, especially for groups unfamiliar with one another.
- **Use Collaborative Activities**: Design training activities that require teamwork and collaboration, such as group problem-solving tasks or role-playing scenarios.
- **Manage Conflicts Constructively**: Address conflicts promptly and constructively by facilitating discussions, mediating disagreements, and finding common ground.
- **Acknowledge Individual Differences**: Recognize that individuals have diverse perspectives and learning styles. Tailor activities to accommodate various preferences, such as combining verbal discussions with hands-on exercises.

- **Encourage Reflection**: Allow the group to reflect on their dynamics periodically. For instance, ask, "What worked well in your group collaboration, and what could we improve?" This can help the group self-correct.
- **Role Assignment**: For activities, assign specific roles (e.g., note-taker, presenter, timekeeper) to ensure balanced participation and accountability.
- **Maintain Flexibility**: Be prepared to adjust the training plan based on how the group is interacting. For example, if conflict arises, pivot to a conflict-resolution exercise or a debrief session.

PRACTICAL FRAMEWORKS FOR LEARNING

The Conscious Competence Learning Model

This model describes the participant's journey from unconscious incompetence to unconscious competence. Trainers can use it to assess where participants are and tailor their support accordingly.

Trainer Application: Acknowledge discomfort in the 'conscious incompetence' phase, offer tools and support in the 'conscious competence' phase, and invite reflection in the final stage.

Within growth and learning, this model outlines the stages of learning and self-awareness, helping trainers and participants navigate the journey:

- **Unconscious Incompetence:** Blissful ignorance of one's lack of knowledge or skills.
- **Conscious Incompetence:** Awareness of what one doesn’t know, marking the most challenging phase.
- **Conscious Competence:** Mastery of skills through deliberate effort.
- **Unconscious Competence:** Expertise becomes second nature, though risks of complacency exist.

Figure 3 shows the Conscious Competence Learning Model

The **Conscious Competence Learning Model** describes the stages individuals go through as they acquire new skills or knowledge. It's a useful framework for understanding the learning process and how people become proficient in a new area. Here's an explanation of each phase and its value for a trainer:

1. **Unconscious Incompetence**

This is the stage where the participant doesn't know what they don't know. They lack both knowledge and awareness of their ignorance. For example, someone might believe a task is easy because they don't yet understand its complexity.

For the trainer:

- **Value:** The trainer's role is to raise awareness of the skill gap and motivate the participant to begin their journey.
- **Key action:** Use clear examples or demonstrations to show the importance of the skill and why it's worth learning. Empathy is crucial here, as participants may feel overwhelmed when they realize their lack of understanding.

2. **Conscious Incompetence**

The participant becomes aware of their lack of knowledge or skill. They now understand what they don't know, which can sometimes lead to frustration or self-doubt.

For the trainer:

- **Value:** Trainers need to support and encourage participants during this challenging stage.
- **Key action:** Offer reassurance and emphasize that this phase is normal. Provide structured guidance, constructive feedback, and small, manageable steps to build confidence and maintain motivation.

3. **Conscious Competence**

The participant can perform the skill or task, but it requires significant focus and effort. They're not yet performing it effortlessly, but they are making progress and achieving results.

For the trainer:

- **Value:** Trainers guide participants through practice and refinement, helping them to repeat the skill correctly and consistently.
- **Key action:** Encourage deliberate practice and offer specific feedback. Highlight the progress they've made and set realistic goals for further improvement.

4. **Unconscious Competence**

The skill becomes second nature. The participant can perform it effortlessly, without needing to think about every step. It's automatic, like driving a car after years of practice.

For the trainer:

- **Value:** Trainers can challenge the participant to deepen their understanding or expand their skills to new contexts.
- **Key action:** Help participants reflect on their journey to mastery, encourage them to mentor others, and provide opportunities to use their skills in complex or innovative ways.

By applying this model, trainers can effectively guide participants through the stages of development, fostering both competence and confidence. It is valuable because of following qualities:

- **Tailored Approach:** Understanding the phase a participant is in allows the trainer to adapt their teaching methods and provide appropriate support.
- **Empathy and Encouragement:** Trainers can anticipate challenges and help participants overcome common hurdles, such as frustration in the Conscious Incompetence phase.
- **Structured Development:** It helps trainers plan a logical progression for skill acquisition, ensuring participants build competence step by step.
- **Feedback Focus:** Trainers can offer the right type of feedback—motivational early on, corrective during conscious phases, and reflective once mastery is achieved.
- **Empowering Participants:** The model helps trainers make participants aware of their progress, which boosts confidence and motivation.

DEALING WITH OBJECTIONS – THE BRUGES MODEL

Resistance is not rejection—it's feedback. The Bruges Model views resistance as a signal that an approach or content may not align with a participant's readiness.

The **Bruges Model** is a strength-based approach designed to empower trainees by helping them discover and utilize their own resources to address their challenges. The model values collaboration, respects trainee autonomy, and treats resistance as a form of feedback rather than an obstacle.

Trainer Application: Ask 'What makes this difficult for you right now?' instead of pushing through. Use resistance to adapt, not confront.

Here's an overview and its relevance to handling resistance in training:

Key Principles Of The Bruges Model:

- **Respect Trainee Mandates:**
  Work within the boundaries of what the trainee seeks. Forcing solutions risks alienating participants and fostering resistance.
- **Empower Autonomy and Choice:**
  Encourage trainees to make their own choices, as the ability to choose is seen as a measure of psychological health.
- **Utilize Resistance as Feedback:**
  Resistance is viewed as a meaningful response to interventions that may not align with the trainee's needs or goals at that moment. It's a guide for trainers to adjust their approach.
- **Circular Thinking:**
  Resistance is not an intrinsic trait of the participant, but a relational event shaped by the context, interactions, and interventions provided by the trainer.
- **Activate Self-Regulation:**
  Highlight and build on existing strategies or exceptions where participants have managed successfully without intervention.

How The Model Addresses Resistance In Training:

- **Decode Resistance:**
  Treat resistance as valuable information about how the content or method might need adjustment. This ensures that the trainer aligns their approach with the trainee's readiness and capacity.
- **Adapt Interventions:**
  Use resistance to fine-tune methods, such as simplifying tasks, reframing content, or focusing on immediate and achievable goals.
- **Build Trust and Collaboration:**
  Foster a relationship where trainees feel heard and respected, avoiding imposition or rigid structures that could stifle engagement.
- **Encourage Small, Achievable Goals:**
  Help participants recognize incremental progress and celebrate success, boosting confidence and reducing resistance.

Practical Tips For Trainers Based On The Bruges Model:

- **Start with Small Wins:**
  Identify and build on existing skills or successes to create momentum and engagement.
- **Frame Challenges Positively:**
  Reframe obstacles as opportunities for growth rather than failures.
- **Provide Choices:**
  Allow trainees to decide how they engage with tasks or learning activities, fostering ownership and motivation.
- **Observe and Reflect:**
  Actively listen to verbal and non-verbal cues from participants to gauge their responses and adjust accordingly.

The Bruges Model shifts the focus from controlling outcomes to facilitating a process where participants feel empowered and invested. By seeing resistance as a tool rather than a barrier, trainers can foster a more productive, respectful, and adaptive learning environment. This approach not only reduces frustration for both trainers and trainees but also promotes long-term engagement and self-reliance.

The concept of **“Everything a person does has good reason,”** articulated by Hélène Dellucci, emphasizes that all human behaviour, including resistance or seemingly unproductive actions, is motivated by underlying reasons that make sense to the individual. These reasons often reflect personal values, fears, needs, or past experiences.

In this framework:

- **Resistance is not defiance,** but a meaningful response rooted in a person's perspective or priorities.
- Understanding and connecting with the "good reasons" behind someone's behaviour fosters empathy, reduces conflict, and opens pathways for constructive dialogue.
- Rather than dismissing resistance as a problem, it becomes an opportunity to explore deeper motivations and collaboratively address challenges.

This mindset promotes respect, collaboration, and effective problem-solving in **coaching, training, and interpersonal relationships** (see learning activity 10 Good reasons).

Hélène Dellucci's concept, **"Everything a person does has good reason,"** aligns closely with the principles of the **Bruges Model** in several ways, particularly in how resistance is understood and addressed. Both frameworks view resistance not as an obstacle, but as valuable feedback rooted in meaningful motivations. Here's how they relate:

- **Respect for Autonomy and Underlying Motivations**

  Dellucci's Concept: Emphasizes that resistance stems from personal reasons that make sense to the individual, reflecting their values, needs, or experiences.

  Bruges Model: Views jobseekers as experts of their own lives and recognizes their choices, even resistant ones, as rooted in self-preservation or problem-solving strategies. It encourages exploring these motivations to build rapport and understanding.

- **Resistance as Feedback, Not a Barrier**

  Dellucci's Concept: Treats resistance as a signal of unaddressed concerns or unmet needs, prompting the coach to adjust their approach.

  Bruges Model: Interprets resistance as a relational event rather than a fixed characteristic. It uses systemic thinking to decode resistance as a message about the intervention's alignment with the jobseeker's goals and capacity.

- **Strength-Based and Solution-Oriented Approaches**

  Dellucci's Concept: Highlights the value of connecting with the "good reasons" behind resistance to foster trust and collaboration.

  Bruges Model: Focuses on empowering jobseekers by recognizing their resources and helping them discover alternatives, framing resistance as part of their journey toward choosing solutions.

- **Ethical and Empathetic Coaching**
  Dellucci's Concept: Promotes a respectful mindset that reduces frustration for coaches, strengthens relationships, and prevents burnout by acknowledging resistance as valid.

  Bruges Model: Advocates for an ethical approach where the jobseeker's goals and autonomy are honoured, reducing coercion and fostering a cooperative dynamic.

- **Facilitating Choice and Change**
  Dellucci's Concept: Connecting with the reasons for resistance creates a pathway to guide individuals toward voluntary and meaningful change.

  Bruges Model: Builds on the belief that when jobseekers regain the ability to choose, they naturally move away from symptom-driven behaviour toward more adaptive and empowered actions.

Both Dellucci's concept and the Bruges Model centre on respecting and working with resistance as an integral part of change. They reject adversarial approaches, focusing instead on understanding and aligning with the individual's internal logic to create collaborative, empathetic, and effective strategies for growth and transformation. This shared perspective enhances coaching, therapy, and training by fostering deeper trust and more sustainable outcomes.

SUMMARY TOOLS FOR TRAINERS

Trainer’s Quick Philosophy Checklist

- ☐ Am I creating a safe space for growth and mistakes?
- ☐ Am I acknowledging existing strengths before introducing new skills?
- ☐ Am I inviting participants to guide the content pace?
- ☐ Am I listening more than I am instructing?
- ☐ Am I celebrating small steps forward?

Connecting to BEO Learning Activities

Each theoretical principle is supported by a specific activity. For example, the 'Three-Column Model' activity reflects strength-based thinking. Trainers are encouraged to review the learning activity index and match content to concepts.

9 keys for successful training

By following these principles, trainers can design effective sessions that are engaging, supportive, and impactful for participants (see appendix 9 Keys to Successful Training).

1. **Formulate Clear Learning Goals**
   - Define what the trainer wants participants to learn.
   - Identify what participants aim to achieve and the benefits they gain.
   - Understand the goals of other stakeholders involved in the training.
2. **Stimulate the Desire to Learn**
   - Foster curiosity and motivate participants to engage with the content.
   - Focus on sharing successes and building positive expectations.
3. **Boost Participants' Self-Confidence**
   - Provide encouragement and compliments.
   - Confirm their efforts and nurture high expectations.
   - Offer opportunities for them to demonstrate their abilities.
4. **Leverage Different Types of Learning**
   - Use both left-brain (logical, analytical) and right-brain (creative, emotional) approaches.
   - Present content in multiple ways to cater to diverse learning styles.
5. **Practice, Demonstrate, and Apply Knowledge**
   - Incorporate realistic learning activities and simulations.
   - Emphasize repetition and retrieval for memory retention.
6. **Start with What Is Already Known**
   - Build upon participants' existing knowledge and experience.
   - Use a layered approach to introduce new concepts.
7. **Create a Positive Learning Environment**
   - Ensure the environment is welcoming, safe, and stimulating.
   - Take care of logistics like acoustics, seating, fresh air, and catering.
8. **Balance Input and Action**
   - Aim for a 30% input (trainer’s content) and 70% action (participants' activities).
   - Allow participants to process and demonstrate their learning.

9. **Provide an Overview and Feedback**
    - Begin with an overview of the content and process.
    - Set clear expectations and learning goals upfront.
    - Encourage feedback and let participants showcase their progress.

SUPPORTED EMPLOYMENT QUALITY FRAMEWORK

SEQF

The **Supported Employment Quality Framework (SEQF)** is a structured model designed to enhance the quality and effectiveness of SE services. It integrates principles of SE with recognized quality frameworks (e.g., EFQM and EQUASS) to help organizations deliver better outcomes for individuals with disabilities or disadvantages seeking work.

Core Components of the SEQF

1. **Five-Stage Supported Employment Process**:
    - **Jobseeker Engagement**: Building trust and identifying the individual's goals.
    - **Vocational Profiling**: Assessing skills, preferences, and needs.
    - **Job Finding**: Matching jobseekers with suitable employment opportunities.
    - **Employer Engagement**: Collaborating with employers to create inclusive workplaces.
    - **On- and Off-the-Job Support**: Providing continued support to ensure job retention and growth.
2. **Nine Quality Criteria**: Leadership, Strategy, Staff Management, Partnerships & Resources, Products/Processes, Customer Results, People Results, Society Results, and Business Results. These ensure a holistic approach to service improvement.
3. **Self-Assessment Toolkit**:
   Enables organizations to evaluate their performance against quality benchmarks, identify areas for improvement, and track progress using key performance indicators (KPIs).
4. **Growth & Development Toolkit**:
   Supports organizations in creating action plans, fostering a culture of continuous improvement, and aligning staff goals with organizational objectives.
5. **Integration of DMAIC (Six Sigma)**:
   A structured method for quality improvement through Define, Measure, Analyse, Improve, and Control phases.

Value of SEQF for Supported Employment

- **Improved Outcomes**: Helps ensure jobseekers achieve meaningful and sustainable employment in inclusive settings.
- **Empowers SE professionals**: Guides professionals in aligning their work with ethical and evidence-based practices, ensuring they deliver individualized, person-centred support.
- **Structured Improvement**: Provides a roadmap for organizations to enhance service quality through measurable and achievable goals.
- **Focus on Collaboration**: Encourages partnerships with employers, community organizations, and stakeholders to create an ecosystem that supports employment inclusivity.
- **Ethical and Inclusive Practices**: Aligns services with the social model of disability, removing barriers and promoting equal opportunities.

How It Supports Supported Employment Professionals

1. **Clarity and Accountability**: SEP can align their efforts with clearly defined criteria and standards.
2. **Skill Development**: Provides tools for training, reflection, and continuous learning to improve their ability to support jobseekers effectively.
3. **Empathy and Respect**: Reinforces the importance of valuing jobseeker autonomy and motivations, enabling a more compassionate approach to overcoming employment barriers.

The SEQF framework equips organizations and SE professionals with the tools and mindset to enhance the quality of SE services, ultimately benefiting both jobseekers and their communities.

How Supported Employment Professionals Can Use SEQF to Improve Employer Engagement

Employer engagement is a critical stage of the SE process, and the SEQF provides a structured approach to enhance it:

1. **Understanding Employer Needs**:
    - Use the self-assessment toolkit to evaluate how well your organization aligns with local labor market trends and employer expectations.
    - Build vocational profiles that highlight job-seekers' skills and match them to employer requirements.
2. **Building Relationships**:
    - Engage employers as key stakeholders in SE.
    - Foster partnerships by articulating the business case for inclusive hiring, using evidence from customer and society results criteria.
3. **Improving Communication**:
    - Ensure clear, accessible communication about SE services.
    - Use the Growth & Development Toolkit to create materials and strategies tailored to employers' needs.
4. **Offering Value to Employers**:
    - Demonstrate how the organization can help meet their business needs, such as improving workplace diversity and accessing untapped talent.
    - Provide ongoing support, including job coaching and assistance with workplace adjustments.

5. **Evaluating and Adapting**:
   - Use KPIs from the self-assessment toolkit to track the success of employer engagement strategies (e.g., employer satisfaction ratings, number of partnerships formed).
   - Regularly update engagement strategies based on feedback and changes in the local job market.

By systematically applying the SEQF components, SEP can build stronger, mutually beneficial relationships with employers, ultimately increasing opportunities for their jobseekers and fostering a culture of inclusion in the workplace.

SEQF Revision

In 2024, the **Supported Employment Quality Framework (SEQF)** was reviewed and updated by organizations like BASE, resulting in a modified "model fidelity" version of the assessment tool to ensure it remains robust and relevant. This update was driven by the need for continuous quality improvement in SE services for vulnerable job seekers, employees, and employers. The revised tool assesses how closely SEP follow the five stages of the SE model and includes updated business results and customer results sections.

Key points of the 2024 review

- **Purpose:** To ensure the SEQF remains "fit for purpose and robust" for assessing SE services.
- **Method:** BASE, which adapted the original SEQF into a model fidelity version in 2018, re-evaluated the framework in 2024.
- **Update:** The tool was modified to ensure it is an accurate and up-to-date quality assurance mechanism for SEP.
- **Focus:** The model fidelity version continues to concentrate on the five stages of SE, with embedded business results and key performance indicators.
- **Goal:** To provide a consistent set of quality standards and values for SE services to uphold.

SEQF And BEO

The BEO Project aligns with the Supported Employment Quality Framework (SEQF) by integrating its principles to enhance the effectiveness of SE practices, particularly around employer engagement. Here's how it relates to and implements the SEQF framework:

Alignment with the Five-Stage SE Model

The BEO Project focuses on employer engagement, a key stage of the SE model outlined in the SEQF:

- SEQF Connection: Employer engagement is essential for creating opportunities for people with disabilities in the open labour market. SEQF emphasizes a structured and quality-driven approach to each stage, ensuring that employer engagement is systematic, inclusive, and impactful.
- BEO Implementation: The project addresses gaps in employer engagement by training SE professionals to confidently advocate for their jobseekers and build strong relationships with employers. This directly strengthens Stage 4 (Employer Engagement) of the SE process.

Use of SEQF's Quality Criteria

SEQF promotes quality in leadership, strategy, staff training, partnerships, and outcomes. The BEO Project adopts these principles:

- Training Development: The BEO Project develops specialized training modules that enhance the employer engagement skills of SE professionals, improving their confidence, communication, and ability to address employer concerns.
- Collaborative Strategy: The project involves stakeholders across five European countries in co-creating resources, ensuring diverse perspectives and quality-driven methodologies.

Emphasis on Continuous Improvement

SEQF encourages self-assessment and iterative improvements in SE practices: the project includes a Detailed Needs Analysis and a pilot phase to refine training materials. Feedback from SE professionals and employers ensures the training is practical, targeted, and impactful.

Integration of Practical Tools and Good Practices

SEQF emphasizes the use of practical, evidence-based tools to improve outcomes, the BEO project contributes to:

- A **Good Practice Guide** (GPG) for employers, featuring tips, success stories, and actionable insights, enhances the ability of SE professionals to engage employers.
- The guide also acts as a dissemination tool, helping SE professionals showcase the value of inclusive hiring.

Supporting SE professionals

SEQF focuses on empowering SE professionals with the skills and resources needed to excel. The BEO project and training framework aims to train 50 SE professionals across five countries using blended learning approaches and experiential learning. This equips SE professionals with the confidence and skills to effectively engage with employers, a critical area identified as a challenge.

The BEO Project operationalizes the SEQF framework by addressing critical gaps in employer engagement, enhancing the capabilities of SEP, and fostering inclusive employment practices across Europe.

- **Increased Employment Opportunities:** Enhanced employer engagement skills lead to better job matching and increased employment rates for people with disabilities.
- **Improved Employer Relationships:** Practical tools and training help SE professionals address employer concerns and promote inclusion.
- **Scalable and Sustainable Practices:** The project creates universal resources applicable across Europe, amplifying the impact of SE efforts.

PART II LEARNING ACTIVITIES

TRAINING PLAN

This training plan gives an overview of the whole BEO training program.

There are three face-to-face training days, in group. Additionally, trainees will be execute self-directed learning activities. The face-to-face training days and the self-directed learning activities make for a total of three to five training days.

The focus for the first face-to-face days is about building a platform and an optimal learning environment, to be able to grow in skills and competences. The first and the second face-to-face training days are starting days and have the goal to establish an tailored learning program. The third face-to-face training day is a reflection day to end the formal training. Each day is divided into two parts, before and after a lunch break. Each part follows the same structure.

- Intro/check in
- Learning activities and training
- Break
- Learning activities and training
- check out

In this trainers' manual, you can find learning activities to choose from in this manual.

HOW TO PLAN YOUR OWN TRAINING?

First things first: how to build your own BEO training program?

Before the training

1. Practical to do's

Think about the 4 W's:

- **When?** What is a good timing for organizing the training? School holidays periods are to avoid, but also busy periods like the end of the year.
- **Where?** Think about a nice location: a beautiful environment with enough space to move around is necessary for a good learning experience.
- **Who?** Who are your participants? Are they working for different organizations or just for one? Who do you want to invite? Why would they join your training?
- **What?** What do you need? Do you need a flipchart? screen? Beamer? Prepare yourself.

2. Invitation (see appendix Engaging Invitation)

The first thing your participants will see or learn about the training is your invitation. It's your first chance to engage your participants. You have to think about a good and appealing invitation. You can find a general example on the next page. Make sure you adapt it to your style and context (the 4 W's).

3. How to use the training schedule?

You can find the training schedule in this manual. This is only an example; you will need to adapt each time you will prepare for a BEO training program. Take into account that you will need to adapt the exercises to your group and that you will need to make a presentation in your language and with your own examples. Book some time well ahead of time to prepare yourself.

Every training session starts the same way.

4. Content of the training:

- **DAY 1**: getting to know each other and creating an optimal learning environment. You define a common objective regarding employer engagement. You examine the desired future (what do you want to practice, learn, experience and do?) and decide with the participants what they want/need to learn. Creating a list of needs to work on will engage your group. In the afternoon you will introduce SUEM, refer to SEQF and give a short introduction on Strength based support.

- **DAY 2**: you will be working on the needs determined by the group. After day 1 you can bring their needs together in:
  - Broadbrush approach vs targeted approach
  - Job analyses
  - Cold calling and dealing with objections
  - Knowing your local labour market
  - How to introduce your jobseeker to an employer
  - How to organize events for employers.

  At the end of day 2, your participants need to be self-assured enough to reach out to employers. They realize that it's all about practicing and making connections rather than getting results. You introduce the portfolio.

- **DAY 3**: this day is all about reflection and creating an action plan for each participant to keep on learning.

5. How to use the planner

For each day you can find a timetable. Day 1 is already planned for. Day 2 and 3 are depending on the participant's learning needs.

Broad Brush vs target approach	9:45 – 10:35	General description

Table 1 *example of scheduling in the timetable*

In the timetable, you will find the goal or title, the timing and a brief description of the content. This is the basic planner, for more content you will need to prepare yourself with the learning activities and familiarize yourself with them beforehand.

DAY 1 COLLECT OBJECTIVES AND BEST EXPECTATIONS OF THE PARTICIPANTS

MAIN GOAL		This day is dedicated to exploring the trainees' objective regarding employer engagement. What do they want to achieve?

WELCOME AND INTRODUCTION	09:00 – 09:15	○ Welcome everybody
		○ Introduction:
		    ○ Clarify the main goals of the training program
		    ○ Clarify the main goals of the three days and already give some content.

CHECK IN	09:15 – 09:30	○ Build a platform. ○ Get to know each other. ○ Low threshold ice-breaker and/or check in activity (see Group Forming Activities).
CREATE A BASELINE	09:30 – 09:45	○ Preliminary survey, individually on own laptops

WHAT IS THE DESIRED OBJECTIVE REGARDING EMPLOYER ENGAGEMENT?	09:45 – 10:30	○ **Think (individual)**
		How does an outsider see that we are skilled SEP? What do they notice about our employer engagement actions. What do we see ourselves doing?
		○ **Pair**
		We map this out in small groups (think, pair share).
		    ○ What does a good employer engagement mean?
		    ○ What are we doing? What can an outsider see us do?
		○ **Share in plenary**
		We bring these issues together and discuss them in the group. We divide into 3 categories
		    ○ Relationship building
		    ○ Knowledge
		    ○ Skills

CREATE A BASELINE	10:30 – 10:50	Establish the existing experience, skills and knowledge that is present in the group. ○ **Think** 　○ What do you do (activities) as an SEP? Which training did you get? ○ **Pair** 　○ What do we actually do with these elements? 　○ Make a top 10 list of tips and tricks. ○ **Share in plenary** List all the skills and knowledge that the participants share. This is the baseline upon which you will build upon during the BEO training program.
BREAK	10:50 – 11:05	
WHAT DO WE NEED TO LEARN? WHAT DO I NEED TO LEARN?	11:05 – 12:00	Trainer establishes **the learning needs** and goals of the trainees, based on the output of the previous learning activities. Analysis: if we look at the works well (good practices), what can be improved? So what are the best expectations for the programme? **Match** the learning needs with the content and the learning activities of the BEO training program. Which needs can be met?
LUNCH BREAK	12:00 – 12:45	During the break you prepare as a trainer the content of the training. The focus for the 2 days is about building relationships, then skills and competences. You find lesson plans to choose from in this manual. Day 1 and Day 3 have the same structure in every BEO training.
ENERGIZER	12:45 – 13:00	Choose an energizer or another ice-breaker to recapture the focus and energy for the second part of the training day.
SE & SEQF	13:00 – 14:00	Give a **theoretical framework** about Supported Employment, SEQF and how the BEO program supports Support Employment by aligning with SEQF. You can use the assessment tool criteria listed in the appendix SEQF Engaging Employers **Group discussion**: Which intervention and actions do you recognise, from your own professional experiences, in SUEM and SEQF?

STRENGTH-BASED APPROACH OF THE EMPLOYER AND INTRODUCING MY JOBSEEKER	14:00 – 15:00	Give a brief theoretical framework on how SE and strength-based approach are alike. The strength-based approach applied in the BEO training, needs to be applied with jobseekers, as well as employers.
CHECK OUT	15:00 – 15:30	Establish the needs to form the program of day 2: what do they need to be satisfied after day 2 – to be able to contact 12 employers

Table 2 *template of schedule training day 1*

DAY 2 EMPLOYER ENGAGEMENT TRAINING

MAIN GOAL		Further in-depth work tailored to the learning needs of the participants in the group. See Day 1.
DAY 2 MORNING	**Timing**	**Content determined by participants**
CHECK IN	9:30 – 9:45	See Group Forming Activities
BROAD BRUSH & TARGETED APPROACH	9:45 – 10:35	- Presentation on broad brush approach, mapping out the differences with the targeted approach. - Link the broad brush approach with the strength based approach. It's all about making connection with the employer, detecting their desired future and asking questions to find a common goal.
BREAK	10:35 – 10:50	
SUBJECT TO BE DETERMINED BY THE TRAINER.	10:50 –11:40	See Face-To-Face Learning Activities
CHECK OUT	11:40 – 12:00	See Group Forming Activities
DAY 2 AFTERNOON	**Timing**	**content determined by participants**
INTRO/CHECK IN	13:00 – 13:15	See Group Forming Activities
SUBJECT TO BE DETERMINED BY THE TRAINER.	13:15 – 14:05	See Face-To-Face Learning Activities
BREAK	14:05 – 14:20	
ROLE PLAY **BOOST OF CONFIDENCE**	14:20 – 15:10	See Role Play Learning Activity This activity will simulate a phone call, a job-analyses and an introduction of a jobseeker. In groups of 3; 1 observer and 2 playing a roll. Each phase, the roles change.

CHECK OUT	15:10 – 15:30	See Portfolio Learning Activity
		- **Portfolio** introduction:
		    o Explain the assignment
		    o Explain how to use the worksheet
		    o Explain that they will present their actions and lessons learned.
		- To do: organise 1:1 or group check-ins in between day 2 and 3 for troubleshooting

***Table 3** template of schedule training day 2*

DAY 3 EMPLOYER ENGAGEMENT TRAINING

MAIN GOAL		Feedback on the experiences and further formulation of the participants' growth opportunities.
DAY 3 MORNING	**Timing**	**Content**
INTRO/CHECK IN	9:30 – 9:45	See Group Forming Activities
PORTFOLIO PRESENTATION	9:45 – 10:35	What have you done? What are your experiences? Presentation of the portfolio's.
BREAK	10:35 – 10:50	
PORTFOLIO PRESENTATION	10:50 –11:40	Presentation of the portfolio's. Part 2
CHECK OUT	11:40 – 12:00	See Group Forming Activities Establish with the group what the remaining learning needs are. Establish the content of the learning activities for the afternoon. Will you be discussing cases? Will you be practising skills?
DAY 3 AFTERNOON	Timing	Content determined by the participants and trainer
INTRO/CHECK IN	13:00 – 13:15	See Group Forming Activities
SUBJECT TO BE DETERMINED BY THE TRAINER.	13:15 – 14:05	See Face-To-Face Learning Activities During the presentations, the trainer has taken notes and selects learning activities for the remaining learning needs of the participants (see check out Day 3, morning).
BREAK	14:05 – 14:20	
GROWTH MINDSET	14:20 – 15:10	Every participant uses the Three-Column Model to determine his/her learning path on employer engagement beyond the BEO training program.
CHECK OUT	15:10 – 15:30	**"I can do this"** Everybody presents their learning journey and plans to the group. Check Out: Post Impact Survey. If the time is lacking, send out the post impact survey within a week.

***Table 4** template of schedule training day 3*

FACE-TO-FACE LEARNING ACTIVITIES

Each learning activity has the same lay out. It will start with the title, and the learning objectives. As a trainer you determine which learning activities your participants need. You will know what the objectives are, for what kind of participants it is meant to be used and what kind of materials and tools you will need.

LEARNING ACTIVITY		
LEARNING OBJECTIVES		
PARTICIPANT PROFILE		
FACILITIES, TOOL, MATERIALS		
TIMING		
SCRIPT		
Start	duration	
Phase 1	duration	
Phase 2	duration	
DEBRIEF INFO	duration	

<table>
<tr><td colspan="3">BROAD BRUSH and TARGETED approaches</td></tr>
<tr><td colspan="3">LEARNING OBJECTIVES</td></tr>
<tr><td colspan="3">To understand the different approaches to employer engagement, the impact they have and how to implement them.
To link the Broad Brush approach with the Strength-Based Approach, focusing on connection and common goals.
To ensure consistency with SEQF Criterion 2 regarding the use of diverse engagement techniques.</td></tr>
<tr><td colspan="3">PARTICIPANT PROFILE</td></tr>
<tr><td colspan="3">Frontline staff and SE managers</td></tr>
<tr><td colspan="3">FACILITIES, TOOL, MATERIALS</td></tr>
<tr><td colspan="3">PowerPoint presentation
pens and paper for participants
flipchart and pens
printed cards for voting or digital poll</td></tr>
<tr><td>TIMING</td><td colspan="2">100 minutes</td></tr>
<tr><td colspan="3">SCRIPT</td></tr>
<tr><td>START: BRAINSTORM & CONTEXT SETTING</td><td>10 minutes</td><td>TRAINER ACTION: Use the PowerPoint slide to ask participants to individually spend 5 minutes writing down their answers to the following: What is your current understanding of the two approaches? What are the benefits of each approach to Employers? What does this look like in practice?. Then briefly facilitate feedback as a group.
Trainer Tip: Define Broad Brush as focusing on engaging employers to understand their needs, roles they struggle to recruit/retain, and explaining the SE Model.</td></tr>
<tr><td>PHASE 1: BROAD-BRUSH APPROACH</td><td>25 minutes</td><td>Presentation & Discussion: Cover the key concepts of the Broad-Brush approach. Emphasize that jobseekers are not initially mentioned.

Broad-Brush Approach
Presentation: Key concepts
Discussion: Why jobseekers are not mentioned initially
Activity: Developing Questions (In Pairs): Participants develop questions to ask employers.
Trainer Guidance: Encourage open-ended questions focused on the employer's desired future, pain points, and current operations, rather than immediate vacancies (Strength-Based Conversation).
Group Discussion: Compare opening questions
Whole Group: Compare advantages of Broad-Brush.</td></tr>
<tr><td>PHASE 2: TARGETED APPROACH & CLASSIFICATION</td><td>15 minutes</td><td>Presentation & Discussion:
Define the Targeted Approach: techniques informed by local labour market information and knowledge of the jobseeker's needs (Vocational Profile).</td></tr>
</table>

		• Discuss when this approach should be used. Activity: Classify Conversations (15 mins): Whole group activity to identify if provided statements/scenarios are Broad-Brush or Targeted. Use digital polls or printed cards for engagement. **Activity: Classify Conversations:** Whole group activity to identify if provided statements/scenarios are Broad-Brush or Targeted. Use digital polls or printed cards for engagement.
PHASE 3: VALUE, TAILORING, AND CASE STUDY	40 Minutes	**Value to Employers:** Discuss what SE professionals can offer beyond recruitment, such as training or addressing specific business needs. **Tailoring Approaches:** Present and discuss tailoring strategies based on company size/sector, highlighting that "one size doesn’t fit all". **Case Study:** Small group activity to plan an approach for a hypothetical company (e.g., Construction Company). Value to Employers • Presentation: Benefits of free training • Discussion: What SEP can offer • **Feedback & Compare:** What the SEP actually did.
DEBRIEF INFO	10 minutes	**Reflection**: Revisit initial thoughts on benefits and practice. **Trainer Guidance**: Focus reflection on the change in understanding and the adoption of key mindsets. • What are the benefits to Employers • What does this look like in practise. • Group reflection: “What changed in your understanding?” • Q&A and next steps.

THREE-COLUMN MODEL		
LEARNING OBJECTIVES		
• Trainers facilitating strength-based learning action plans for trainees. • The Three-column model empowers individuals by focusing on their strengths and clear, actionable steps. • Emphasizing strengths and small, actionable steps builds confidence and progress. Small steps rooted in existing strengths often lead to lasting change.		
FACILITIES, TOOL, MATERIALS		
• Printed worksheet of the Three-Column Model		
TIMING	**75 minutes**	
SCRIPT		
START	15 minutes	**1. Introduction to the Three-column model** • Begin with an energizer to set an open and reflective tone, *e.g. "What's one recent moment where you overcame a challenge?", "What's a challenge you can't to overcome in employer engagement?"*. • Explain the purpose of the session: *"We'll explore how the Three-column model can be used to align individual goals, recognize resources, and navigate obstacles to build actionable learning action plans."* • Briefly outline the Three-column model: 1. **Best expectations.** This is the desired future: Visualization of desired outcomes or goals, success and aspirations. 2. **Concerns and complications or obstacles:** identification of challenges or perceived barriers. 3. **What's already working?** Acknowledgement of strengths and current resources. • Highlight how the tool aligns with a strength-based approach and encourages positive action. • Briefly explain how Scale Questions will enhance the process by measuring current progress and identifying steps to achieve desired outcomes. **2. Theoretical Foundation and Practical Application** • **Theory:** Highlight key concepts o The model is a dynamic tool to guide conversations about hopes, obstacles, and existing strengths. o It supports a **growth mindset** by focusing on solutions rather than problems. • **Discussion:** Use guiding questions to encourage participants to link theory to practice: o *"Why is it important to balance challenges with existing strengths?"* o *"How does visualizing a desired future impact motivation?"*

<table>
<tr><td></td><td></td><td>

Demonstration:

Present a real-life scenario using the Three-column model.
Show how reflective questioning helps uncover actionable insights.

</td></tr>
<tr><td>PHASE 1</td><td>15 minutes</td><td>
Introduction to the Three-Column Model

Split participants into small groups of 3–4. Provide each group with:

A case study or let them work on real examples from their contexts.
A Three-column model worksheet.

Steps:

Define the “Best Expectations” for the individual. Identify the individual’s desired outcome.

“What would you like to achieve?”
“What will be different when you’ve reached your goal?”

Identify “Concerns and Complications”. Discuss and document challenges.

“What might stand in the way of achieving your goal?”
“What’s making it difficult right now?”

List “What’s Already Working?”. Highlight existing resources or successful strategies. Build confidence.

“What have you tried that helped, even a little?”
“Who or what in your environment supports you?

</td></tr>
<tr><td>PHASE 2</td><td>10 minutes</td><td>
Introducing Scale Questions

After completing the columns, ask trainees to rate their current progress using a scale of 0 to 10:

“If 0 is no progress at all and 10 is your desired future (the best expectation) where are you now?”

Explore:

“Why is it not lower? What have you done to get this far?” Add insights to "What Already Works."
“What would move you one step higher on the scale?” List the answer(s) in the "Desired Future" column.

</td></tr>
<tr><td>PHASE 3</td><td>10 minutes</td><td>
Aligning Scale Questions with Action Steps

Use the scale rating to guide actionable steps:

Identify small, specific actions for improvement, e.g., “What’s one thing you could try tomorrow to move from 5 to 6?, “What small step could you take next?”, “How can we build on what is already working?”
Explore how these actions align with strengths and support systems in "What Already Works."

</td></tr>
</table>

END	15 minutes	**Reflection and Feedback**
		• Use reflective questioning to connect the dots and propose an action plan. Encourage group discussion to share insights and foster collective learning. Have groups share their completed models and discuss:
		    o "What makes this goal meaningful for you?"
		    o "What did you learn about your strengths and challenges?"
		    o "How does using the scale help clarify your next steps?"
		    o Insights gained from the exercise by focussing on strengths.
		    o How the tool clarified the individual's goals.
		    o Strategies used to address concerns positively.
		    o Challenges encountered in using the model.
		    o Strategies for maintaining a strengths-based approach.
		• Facilitate a plenary discussion:
		    o Offer constructive feedback and highlight good practices.
		    o *"What did you find most surprising or impactful?"*
		    o *"How might you adapt this tool for your employers and jobseekers?"*

DEBRIEF INFO	10 minutes	**Wrap-Up and Next Steps**
		• Reinforce key takeaways:
		    o The Three-column model empowers individuals by focusing on their strengths and clear, actionable steps. Emphasizing strengths and small, actionable steps builds confidence and progress. Small steps rooted in existing strengths often lead to lasting change.
		    o The Three-column model is a flexible tool to empower individuals.
		    o Open-ended questions are vital for uncovering insights and fostering engagement.
		    o Highlight the synergy between the Three-Column Model and Scale Questions: The model provides structure, while scale questions offer a dynamic way to assess and inspire progress.
		    o Emphasize the importance of small, achievable steps to maintain momentum and motivation.
		• Encourage participants to implement the model and share their experiences in future sessions.
		• Provide printed templates and links to resources for continued practice.

WORK SHEET THREE COLUMN-MODEL

BEST EXPECTATION		
WORRIES? CHALLENGES? COMPLICATIONS?	**WHAT WORKS ALREADY? RESOURCES?**	**DESIRED FUTURE: WHAT WILL BE NOTICED?**
0 → **10**		

<table>
<tr><td colspan="3">JOB ANALYSIS</td></tr>
<tr><td colspan="3">LEARNING OBJECTIVES</td></tr>
<tr><td colspan="3">• To understand what Job Analysis (JA) is and how it can be used strategically in Targeted Employer Engagement.
• To learn how JA supports Job Carving and Job Design to create customized employment opportunities.
• To ensure JA practice aligns with the SEQF criteria for quality employer engagement.</td></tr>
<tr><td colspan="3">PARTICIPANT PROFILE</td></tr>
<tr><td colspan="3">• Frontline staff and SE managers</td></tr>
<tr><td colspan="3">FACILITIES, TOOL, MATERIALS</td></tr>
<tr><td colspan="3">• PowerPoint presentation
• Flipchart
• paper and pens for participants</td></tr>
<tr><td>TIMING</td><td colspan="2">80 minutes</td></tr>
<tr><td colspan="3">SCRIPT</td></tr>
<tr><td>START: BRAINSTORM & CONTEXT SETTING (THINK-PAIR-SHARE)</td><td>10 minutes</td><td>Trainer action: Use the PowerPoint Slide to ask participants to individually spend 5 minutes writing down their answers (Think phase):
• What is your current understanding of Job Analysis?
• How does this link with Employer Engagement
• At what stage or point would you start Job Analysis.
Trainer Guidance: Briefly facilitate feedback as a group. Frame JA as the critical step that transforms Broad Brush connections into Targeted approaches.</td></tr>
<tr><td>PHASE 1: DEFINING JOB ANALYSIS (JA)</td><td>25 minutes</td><td>Presentation & Discussion:
Explore definitions and key concepts of JA, emphasizing that it identifies not just skills and demands, but also natural supports, workplace culture, and training methods.

Introduce the core analogy: "Job Analysis is to the Employer what Vocational Profiling is to Jobseekers".

Activity: When and Why JA?
• Review scenarios for when JA is most effective (e.g., when a vacancy is complex, or when job carving is needed).
• Discuss the rationale for conducting JA without the jobseeker present initially (e.g., to neutrally understand the job's demands before attempting a placement). Pros and cons.
    o Trainer Action: Use this discussion to reinforce the 'Place then Train' principle. JA helps ensure the workplace is ready for continuous learning and support, rather than requiring the jobseeker to be fully trained beforehand.</td></tr>
</table>

		Trainer Guidance: Highlight that JA should be a cooperative exploration with the employer, valuing their expertise (Customer Centric value). Stress that this parallel reflects the strength-based approach: Vocational Profiling identifies jobseeker strengths, while Job Analysis identifies the job/workplace's requirements and potential supports/flexibility.

PHASE 2 - BENEFITS OF JOB ANALYSIS	30 minutes	**Benefits of Job Analysis**
		Group activity: Break into 3 groups.
		Trainer Action: Ensure clear group rules and role assignment to manage group dynamics and participation levels
		• Group activity: Break into 3 groups
		  ○ Each group explores benefits for one stakeholder: Provider, Employee, Employer
		• Present findings
		  ○ **Trainer Action:** For the 'Employer' group presentation, ensure the focus is explicitly on the Business Case for engaging with SE, addressing Criterion 9 and 12 of the SEQF.
		• Facilitator adds insights and real-world examples

DEBRIEF INFO	15 minutes	**Reflection and Wrap-Up** • Revisit initial thoughts • Discuss how understanding has evolved • Q&A and next steps ○ **Trainer Action:** Use a Check-Out format (e.g., 3-2-1 or WWW/EBI) to gather structured feedback. Encourage participants to record how they will apply JA skills immediately as part of their future Portfolio contacts with 12 employers.

<table>
<tr><th colspan="3">PORTFOLIO</th></tr>
<tr><td colspan="3">LEARNING OBJECTIVES</td></tr>
<tr><td colspan="3">Support Growth Mindset by fostering reflection:
• the participants keep on learning and keep track of their learning process.
• help participants keep track of their learning and meet the key quantitative output goal: contacting 12 employers within the post-training period.
• They will have an overview of their contacts with employers, this will help them to report back in day 3. By answering the questions, they will know their competences better and know where they can improve.</td></tr>
<tr><td colspan="3">PARTICIPANT PROFILE</td></tr>
<tr><td colspan="3">• SE professional</td></tr>
<tr><td colspan="3">FACILITIES, TOOL, MATERIALS</td></tr>
<tr><td colspan="3">• Portfolio questions
• Portfolio contact sheet worksheet</td></tr>
<tr><td>TIMING</td><td colspan="2">35 minutes</td></tr>
<tr><td colspan="3">SCRIPT</td></tr>
<tr><td>START</td><td>5 minutes</td><td>Trainer Action: Introduce the portfolio as the essential link between Day 2 and Day 3. Explicitly connect this activity to the "Place Then Train" principle, asserting that skills are best honed and acquired through immersion in real-world contexts, not before.</td></tr>
<tr><td>PHASE 1 - EXPLAINING THE ASSIGNMENT</td><td>15 minutes</td><td>Trainer guidance: Clarify the scope: participants must engage with 12 employers in the coming weeks and use the contact sheet to capture their experiences. Stress that this exercise is about practicing and making connections rather than immediately getting results.
Explain to the participants that these days were only the beginning. Today you have not graduated, but the learning process is just starting. It's important to get out there and try, learn from what you did right and what you missed out on.

On day 3 we will map out this learning process and exchange it with each other. We are going to share the good practices and discuss together how to deal with the difficulties. To prepare for this, create a portfolio.

You will speak to 12 employers in the coming weeks and answer a number of questions about this. On day 3 you will present this! The form is free but is based on the 12 contacts and the questions you answered.

Trainer Guidance on Contact Sheet: Walk participants through the questions on the Worksheet (e.g., Positive aspects, Challenges, Lessons Learned, Future Adjustments). Explain that these questions mandate reflective thinking and align with the Strength-Based Approach by requiring them to look for "what went well" before analysing "what would you do differently".

Trainer Guidance on Strategy: Advise participants to "choose wisely". Encourage starting with lower-risk contacts (employers they already know,</td></tr>
</table>

		or those familiar with the organization) to create momentum and early "small wins", boosting confidence.
PHASE 2 - PRESENTATION PREPARATION	10 minutes	**Trainer Action:** Set clear expectations for Day 3: The portfolio will be presented to map out the learning process and exchange experiences. Participants should prepare a presentation that shares **good practices**, which will be used to establish remaining learning needs for the final training day.
DEBRIEF INFO WRAP-UP AND NEXT STEPS	5 minutes	**Trainer Action:** Emphasize that the detailed feedback gathered in the portfolio will provide **actionable insights** for program refinement. Offer to organize **1:1 or group check-ins** in between day 2 and 3 for troubleshooting and to ensure participants feel supported while implementing this self-directed activity.

WORK SHEET PORTFOLIO COMPANY CONTACT SHEET
Business contact details:
Date: • Contact moment: Describe the specific moment of contact with your employer (e.g. meeting, email, conversation). • Purpose of the Contact: What was the purpose of this contact? • Achieved Results: What was the result of the contact? • Positive aspects: What went well during the contact? • Challenges or Problems: What obstacles did you encounter or what problems did you encounter? • Feedback Received: What feedback did your employer give you? • Lessons Learned: What did you learn from this experience? • Future Adjustments: What would you do differently at the next contact moment?

COLD CALLING AND HOW TO DEAL WITH OBJECTIONS

Contextual Information on Cold Calling and Objections

Many SEP fear dealing with objections, it is important to prepare yourself properly before engaging with employers. Businesses often have concerns and possible objections to hiring job seekers with disabilities. Often, these concerns can be addressed and fears alleviated if we are prepared to respond to particular issues.

This activity is designed to support the transfer of knowledge regarding cold calling and handling objections by:

1. **Reframing Resistance:** The underlying principle of handling objections is viewing resistance not as rejection but as feedback. The collaborative mindset is crucial for tackling objections with confidence (see dealing with resistance).
2. **Preparation and Confidence:** Preparing responses is not meant to make the SE professional a "fast-talker," but to help them feel more **confident** and establish **credibility**.
3. **Good Strategies:** Effective strategies for dealing with objections include drawing out employer concerns, being polite and engaging, offering solutions, rephrasing concerns to assure understanding and show empathy, and ensuring the SE method is a focal point in responses.
4. **Mindset Application:** The "10 Good Reasons" exercise directly supports the principle that "Everything a person does has good reason," which encourages exploring underlying motivations for resistance rather than treating it as defiance.

<table>
<tr><td colspan="3">STRATEGIES FOR SUCCESFUL OBJECTION HANDLING</td></tr>
<tr><td colspan="3">LEARNING OBJECTIVES</td></tr>
<tr><td colspan="3">• Participants will gain knowledge of key strategies for responding to employer objections.
• Participants will practice analysing objections and collaboratively developing honest, complete, and service-focused responses.
• Participants will increase confidence in managing resistance by focusing on solutions and empathy.</td></tr>
<tr><td colspan="3">PARTICIPANT PROFILE</td></tr>
<tr><td colspan="3">• SE professionals</td></tr>
<tr><td colspan="3">FACILITIES, TOOL, MATERIALS</td></tr>
<tr><td colspan="3">• Whiteboard/Flipchart
• Markers
• Printed "Work Sheet Responding to Objections"
• Printed "Work Sheet How To Deal With Objections"
• Pen and paper</td></tr>
<tr><td>TIMING</td><td colspan="2">40 minutes</td></tr>
<tr><td colspan="3">SCRIPT</td></tr>
<tr><td>START</td><td>5 minutes</td><td>Introduction to Strategies
Trainer introduces the goal: being prepared for objections helps SE professionals feel more confident and establish credibility.

Trainer presents the list of Good Strategies in dealing with objections:
1. Draw out employer concerns/previous experiences.
2. Do not be defensive; be polite and engaging offering solutions.
3. Be prepared (address concerns during presentations).
4. Avoid questions becoming objections (answer honestly and completely).
5. Rephrase concerns/questions assuring understanding, showing empathy.
6. Make sure your service is the focal point for your answers.
7. Make sure the SE method is also a focal point.
8. Establish credibility (let your success with other businesses speak for you).</td></tr>
<tr><td>PHASE 1</td><td>15 minutes</td><td>Analysing Existing Responses
Participants form small groups (e.g., pairs or trios).
Provide them with the worksheet listing common objections and suggested responses (e.g., "We have no vacancies/are not recruiting at the moment").

Trainer instruction: Using the 8 Good Strategies as a checklist, analyse 3-4 responses on the sheet. "Which strategies (1-8) are demonstrated in this response? How could we strengthen this response by applying more empathy (Strategy 5) or focusing more on Supported Employment (Strategy 7)?"</td></tr>
</table>

PHASE 2	10 minutes	**Developing New Responses** Groups turn to the blank table on the worksheet or generate a new objection based on their experience. **Trainer instruction:** Develop a robust, strength-based response to one new objection, explicitly incorporating three of the good strategies. Remind participants to **find out what the objections are**, **acknowledge, reassure, and explain**.
DEBRIEF INFO	10 minutes	**Sharing and Solidifying Confidence** Bring the whole group back together. Ask each group to share the new objection they tackled and their resulting response, identifying the strategies they utilized. **Wrap-Up:** Trainer reinforces the core principles: Objections are part of natural conversation, not something to be feared. The goal is always to **find out what the objections are** and overcome fears/dispel myths using open questions and acknowledging the employer's concerns. Encourage participants that practicing with colleagues is essential for feeling confident in dealing with potential objections. **Find out what the objections are. Overcome the fears/dispel myths. Ask open questions. Acknowledge, reassure and explain.**

WORK SHEET RESPONDING TO OBJECTIONS	
Objections	**Responses**
"We have no vacancies/ are not recruiting at the moment."	"That's ok, there are many things you can help us with, work trials, work experiences and job trials."
"We are laying staff off at the moment."	"I am sorry to hear that it must be very difficult for you but when you are over your restructuring we have good candidates that will be able to help you."
"I am too busy."	" I understand that you are busy I will take very little of your time as I am sure you know that getting the right person for your organisation can save you lots of money resources and time."
"I am not really interested."	" I understand that But I won't take up much time and that's why we have done complete recruitment package for you to make this as easy and supportive as possible."
"I am leaving in a couple of months or weeks."	"Good luck in your new venture if you can let me know who I can be in contact with when your replacement arrives I would be incredibly grateful."
"We've tried schemes before and they don't work."	"I am sorry to hear that Maybe we can talk about your experience and what the problem(s) were? That's why it's so important to have a good job match, just as with any employees That's why we do a complete vocational profile and make sure we fully support you in the process."
"We already operate equal opportunities policies."	"That's brilliant, we will be able to help you achieve the diversity you are wishing to achieve."
"I needed a qualified person to do the job."	"I understand we also do not want to see our candidates fail, that's why we do a full vocational profile and do a full job analysis to make sure the job match is correct."

"Why hire a disabled person?**"**	"Not only will you get a great employer. As we practice supported employment, we will also support you and our candidate to make sure they can do the job properly."
"It is a multi-tasked job.**"**	"Many of our candidates can and do complex jobs. Because we do a full job analysis we will be sure that we can train the job before we start the candidate."
"How much is it going to cost the company?"	"Surprisingly this is a free service to you as a company, all we require that you pay our candidate the going rate."
"Suppose I agree to this, it sounds like a lot more work for me."	"No because we are a supported employment agency, we will support both yourself and our candidate, the only expectation from you is that you follow your normal employment practices."
"What happens if I don't think it's working.**"**	"We will have regular opportunity to review how this is going, we can agree a trial period if you feel more comfortable. I am sure though that you will be happy with the service offered by us and our candidate."
"It's not me but the rest of my staff might not be so welcoming."	"I totally understand, that is why us supporting the candidate is very important. As we can talk to your staff and dispel any concerns. We can also come to one of your staff meetings to tell them how they can work with our candidate."

WORK SHEET HOW TO DEAL WITH OBJECTIONS

Enter Below any different objections you think may happen write responses to them.

Objections	Responses

<table>
<tr><th colspan="3">10 GOOD REASONS</th></tr>
<tr><td colspan="3">LEARNING OBJECTIVES</td></tr>
<tr><td colspan="3">This structured activity integrates reflection, empathy, and strategic mindset shifts, making it an ethical and efficient way to achieve positive change.
The participants gain insight on how resistance and objections give useful information for collaboration.
The participants learn to use resistance and objections for joining and creating a collaboration.
The participants shift their mindset about resistance and objections, to minimize frustrations within the collaboration.
The participants learn a ethical and effective way of dealing with resistance and objections.</td></tr>
<tr><td colspan="3">FACILITIES, TOOL, MATERIALS</td></tr>
<tr><td colspan="3">Pen and paper</td></tr>
<tr><td>TIMING</td><td colspan="2">30 minutes</td></tr>
<tr><td colspan="3">SCRIPT</td></tr>
<tr><td>START</td><td>10 minutes</td><td>Trainer Prompt: Make a list of 10 reasons (or more) why you didn't want to collaborate with someone. Think of a situation (personal or professional) where it was difficult for you to collaborate and why this happened.

Alone or in smaller groups, participants list 10 reasons (or more) why they might sometimes not want to collaborate or show resistance based on one of their own experiences (personal or professional). Participants should think of a personal or professional situation where collaboration was difficult and list the reasons why this happened.
When participants are in smaller group, they can briefly illustrate by sharing the encountered situation and a few of the reasons why it was difficult for them to collaborate.</td></tr>
<tr><td>PHASE 1</td><td>10 minutes</td><td>Collecting and sharing in group:
Let's collect the reasons why it was difficult to collaborate.

Record all the "good reasons" for resistance and/or objections in a mind map. Cluster similar reasons together. You can cluster and categorise the reasons for clarity, if needed.</td></tr>
<tr><td>PHASE 2</td><td>10 minutes</td><td>Explain: This is a list of all the good reasons why you couldn't collaborate. These are the reasons that make us understand why you did what you did. It's about more than simply being difficult or defiant, and it is the same with the jobseekers and the employers. State the Hélène Dellucci insight:

"Everything a person does has good reason."

Hélène Dellucci

Recognizing and connecting with the good reasons behind someone's resistance is a helpful and transformative step. Respecting these</td></tr>
</table>

		reasons changes the mindset, reduces frustration, and signals that the SEP needs to try something different. **Insights:** • Everyone is motivated by something • Recognizing and connecting with the **good reasons** behind someone's resistance or objections is a **helpful and transformative step** in collaboration. • Respecting these reasons changes the mindset, reducing frustration and the need to push or pull the jobseeker toward change. • **Respectful Approach:** Acknowledging the validity of someone's resistance fosters a deeper respect for their perspective. • **Strengthened Collaboration:** Empathy and understanding improve trust and teamwork. • **Reduced Burnout:** SEP experience fewer signs of stress and burnout when adopting this approach. • Resistance is **useful feedback**, signalling that we need to **try something different**.

<table>
<tr><th colspan="3">ROLE PLAY</th></tr>
<tr><td colspan="3">LEARNING OBJECTIVES</td></tr>
<tr><td colspan="3">The participants have practiced a phone call and answered on objections.
The participants have practiced questioning an employer about a vacancy.
The participants have practiced to present a jobseeker to an employers.
The participants feel more assured to go out and meet employers.</td></tr>
<tr><td colspan="3">PARTICIPANT PROFILE</td></tr>
<tr><td colspan="3">SE professionals</td></tr>
<tr><td colspan="3">FACILITIES, TOOL, MATERIALS</td></tr>
<tr><td colspan="3">A whiteboard or flipchart to write the instructions on.
You can also hand them out on paper.</td></tr>
<tr><td>TIMING</td><td colspan="2">60 minutes</td></tr>
<tr><td colspan="3">SCRIPT</td></tr>
<tr><td>START</td><td>15 minutes</td><td>The role play consists of 3 phases. In each phase there is an employer, a SEP and an observer.
Participants form trios: 1 employer, 1 SEP, and 1 observer.
They spend 15 minutes preparing: agreeing on roles, defining the vacancy, determining the type of employer, and the SE professional choosing a jobseeker they will introduce. The employer should think about what type of employer they are.</td></tr>
<tr><td>PHASE 1</td><td>10 minutes</td><td>Cold Call & Objection Handling
The SEP calls the employer to make an appointment. The person playing the employer has one clear resistance. The objective for the SEP is to demonstrate listening and asking questions about the objection; as soon as this is achieved, the employer agrees to the appointment.

Tip for the trainer: You can write the instructions down during the explanation, or present them via the PowerPoint presentation.</td></tr>
<tr><td>PHASE 2</td><td>15 minutes</td><td>Vacancy Analysis
The SE professional questions the vacancy.

Tip for the trainer: Often, by questioning the vacancy, it becomes far too complex. Advise the SEP to ask for the "3 must haves" before or after the questioning, by saying, 'I hear a lot of expectations, but what are the 3 essentials to be able to introduce someone?'.

Every trio takes 10 min to think about the lessons learned. What stood out and what did they learn?

When everybody comes together every trio shares what they learned.</td></tr>
<tr><td>PHASE 3</td><td>10 minutes</td><td>Jobseeker Presentation
The SEP introduces the jobseeker, ensuring the presentation is linked to the vacancy, by analogy with the earlier exercise.</td></tr>
</table>

DEBRIEF INFO	5 minutes	**Trio Reflection** Each trio takes 10 minutes to reflect on the lessons learned and what stood out.
END	5 minutes	**Group Sharing** Every trio shares what they learned with the whole group.

<table>
<tr><th colspan="3">HOW TO GET TO KNOW YOUR REGIONAL LABOUR MARKET</th></tr>
<tr><td colspan="3">LEARNING OBJECTIVES</td></tr>
<tr><td colspan="3">PRIMARY: Each participant has an overview of the sources of information available to them.
SECONDARY: Each Participant has an overview of his/her region of which sectors are present, which vacancies are present and with which employers they are already working together.</td></tr>
<tr><td colspan="3">PARTICIPANT PROFILE</td></tr>
<tr><td colspan="3">SE professional</td></tr>
<tr><td colspan="3">FACILITIES, TOOL, MATERIALS</td></tr>
<tr><td colspan="3">Printed "Work Sheet How To Get To Know Your Labour Market"
Post-it notes
Pens and paper for participants
Whiteboard or wall space for clustering</td></tr>
<tr><td>TIMING</td><td colspan="2">45 minutes</td></tr>
<tr><td colspan="3">SCRIPT</td></tr>
<tr><td>START: INDIVIDUAL BRAINSTORM (THINK)</td><td>10 minutes</td><td>Introduction: As a trainer, introduce the primary question: "Who can help me gain insight into the labour market in the region?"
This phase promotes Individual Reflection. Giving participants time to gather their thoughts without immediate discussion (i.e., not letting them talk) is crucial, ensuring they do not influence each other and that you get more different types of answers.</td></tr>
<tr><td>PHASE 1: CATEGORIZATION & GROUP SHARING</td><td>15 minutes</td><td>Trainer Activity:
Instruct each participant to write down their ideas on separate post-it notes (one post-it note per idea).
After the 10 minutes of silent brainstorming, ask participants to hang their post-its on the wall next to the following titles you have pre-prepared:
OWN ORGANIZATION
ONLINE
EXTERNAL ORGANIZATIONS
EMPLOYERS
JOBSEEKERS
EXTRA.
Trainer guidance:
This step is about Starting with What Is Already Known and fostering group cohesion by sharing. Discuss each category title with the group, asking if the shared ideas inspire any additional sources they are thinking of now, leveraging the inspiration from the group.</td></tr>
<tr><td>PHASE 2: ACTION PLANNING</td><td>15 minutes</td><td>Worksheet Application:
Participants write down all the identified sources (existing and new) on the provided worksheet (Work Sheet How To Get To Know Your Labour Market?).

Trainer activity:</td></tr>
</table>

		Step-by-Step Plan: Instruct participants to draw up a step-by-step plan for how they will actively get to know the labour market of their region. They must indicate which sources they are already using and which are new. Crucially, they must write down **which new source they will use by when**. Trainer guidance: This links the learning to action, aligning with the "Place Then Train" principle where application occurs in a real context. The instruction to specify *when* they will use the source supports the development of **SMART** goals (specifically, making the actions Timebound).
DEBRIEF INFO	5 minutes	**Trainer activity:** Facilitate a brief reflection using a check-out method, such as **3-2-1** or **WWW/EBI** (What Went Well / Even Better If). Ask questions to ensure the objectives were met, focusing on insights gained from the exercise: What new sources did they discover? How will using this structured overview improve their engagement with employers and jobseekers? Reinforce that they now have a tangible action plan to fulfil the secondary learning objective.

WORK SHEET HOW TO GET TO KNOW YOUR LABOUR MARKET?					
Which sources haven't you used yet? When do you plan to experiment with those sources?					
OWN ORGANIZATION	**ONLINE**	**EXTERNAL ORGANIZATIONS**	**EMPLOYERS AND FEDERATIONS**	**JOBSEEKERS**	**EXTRA**

<table>
<tr><th colspan="3">HOW TO INTRODUCE YOUR JOBSEEKER?</th></tr>
<tr><td colspan="3">LEARNING OBJECTIVES
• Participants will identify what information is relevant for an employer to know about a jobseeker.
• Participants can present a candidate in a positive, strength-based way to an employer.
• Participants can adapt their presentation to the needs of the employer.</td></tr>
<tr><td colspan="3">FACILITIES, TOOL, MATERIALS</td></tr>
<tr><td colspan="3">• A PowerPoint presentation with the statements and the two examples.
• Pen and paper for participants.</td></tr>
<tr><td>TIMING</td><td colspan="2">50 minutes</td></tr>
<tr><td colspan="3">SCRIPT</td></tr>
<tr><td>START</td><td>5 minutes</td><td>Trainer introduces the goal: finding a win-win situation in collaboration with an employer. Emphasize that every choice about what to share has a consequence, so SEP must think carefully with their customer.
Mastering the introduction of a jobseeker is like being an expert curator in an art gallery. You don't focus on the minor blemishes or the materials the artist didn't use (the deficit model). Instead, you focus on the masterpiece itself, highlighting its unique strengths, telling specific stories of its creation (concrete examples), and explaining precisely why it perfectly fits the empty space the client (the employer) is looking to fill (adapting to employer needs).
Trainer Prompts:
Review the tips for introduction:
• Use plain language (avoiding jargon/diagnoses).
• Approach the disability positively.
• Give specific examples (labour market-oriented) and offer solutions.
• Identify (if there are) benefits an employer can use.
• Be honest.</td></tr>
<tr><td>PHASE 1</td><td>15 minutes</td><td>Relevance Check & Boundary Setting
Trainer Instructions: "You will present a jobseeker to an employer. You have listened to their needs. What is relevant to tell the employer? Tell me".

Trainer presents the statements (via PowerPoint or reading aloud) and asks participants to non-verbally indicate whether the information is relevant or not (e.g., move left/right, climbing high/stay low).</td></tr>
</table>

<table>
<tr><td></td><td></td><td>Statements to explore and discuss:
"I need 2 hours in the morning to prepare myself before I can go to work".
"I drink 3 glasses of whiskey every night because this helps me fall asleep".
"I have trouble communicating".
"In stressful situations, I panic. I then walk away".
"Sometimes everything is too much for me and I can't get to work. I'll call in sick".
Explicit Training Prompt: After each statement, start a discussion: "Why is this information relevant (or not)? Does it align with a strength-based approach? How could you rephrase the potential challenge as a strength or present a solution?"
The goal is to start a discussion, as "there is no right or wrong" answer.</td></tr>
<tr><td>PHASE 2</td><td>10 minutes</td><td>Strength vs. Deficit Comparison
Trainer presents the two examples of a jobseeker presentation.
Read Example 1 (Common description, deficit-focused, mentioning autism, unemployment, difficulty communicating). Give participants 2 minutes to write down their thoughts about it.
Read Example 2 (Strength-based approach, focusing on accuracy, eagerness to learn, fixed groups/schedule preference).
Explicit Training Prompt: Ask participants to discuss the differences. Focus discussion on how Example 2 uses specific examples (e.g., "very accurate when pruning hedges") and links the jobseeker's preference to the employer's needs (e.g., "We heard that you work in small fixed groups").

Example 1
Hans is very interested in working for you as a gardener. He has autism and has been unemployed for a while. He studied gardening. New situations and new people are difficult for him. He has difficulty communicating but is very eager to learn. Through the school, he already did several internships with a garden contractor. He would like to introduce himself to you.

Example 2
Hans saw the vacancy of gardener on your website and it immediately appealed to him. He chose to follow gardening at school and has already done several internships in this field. During these internships, Hans has already gained a lot of experience. This showed, among other things, that he is eager to learn and very accurate when pruning hedges. Getting a clear daily schedule on paper ensures that all expected tasks are always completed. We heard that you work in small fixed groups and this is also Hans' preference, as new people and situations are exciting for him in the beginning... Is it appropriate on Tuesday to get acquainted.</td></tr>
</table>

PHASE 3	25 minutes	**Applied Practice and Feedback** **Instructions:** Participants imagine one of their jobseeker and match them to an imaginary vacancy. They must **write down** the presentation; improvisation is discouraged because experience shows participants otherwise struggle when presenting. **Writing Time: 10 minutes** to prepare the strength-based presentation. **Presentation & Feedback: 15 minutes** for participants to read their presentations out loud and receive feedback and tips. **Explicit Training Prompts (Feedback Focus):** • Did the presentation use **plain language** and avoid jargon? • Did the presentation link the jobseeker's strengths directly to the **employer's needs**? • What **specific examples** were used to prove the jobseeker’s skills?
DEBRIEF INFO		Trainer reiterates important **side notes**: • The writing activity is an **exercise**; SEP should never present a client by mail. • Reinforce the value of practicing the presentation to ensure participants feel confident, as this exercise focuses on improving presentation skills to manage employer interactions effectively.

HOW TO ORGANIZE EVENTS FOR EMPLOYERS

Sometimes you may consider hosting events for employers. You may be thinking about the many jobseekers you could match and help to find a job if you could change the mindset of businesses! By creating networks of employers we can create an inclusive labour market and inclusive workplaces.

But how can you start this? How do you attract employers? Most of the time SE organizations organize an event based on their own interests and taste and they are surprised that employers stay away.

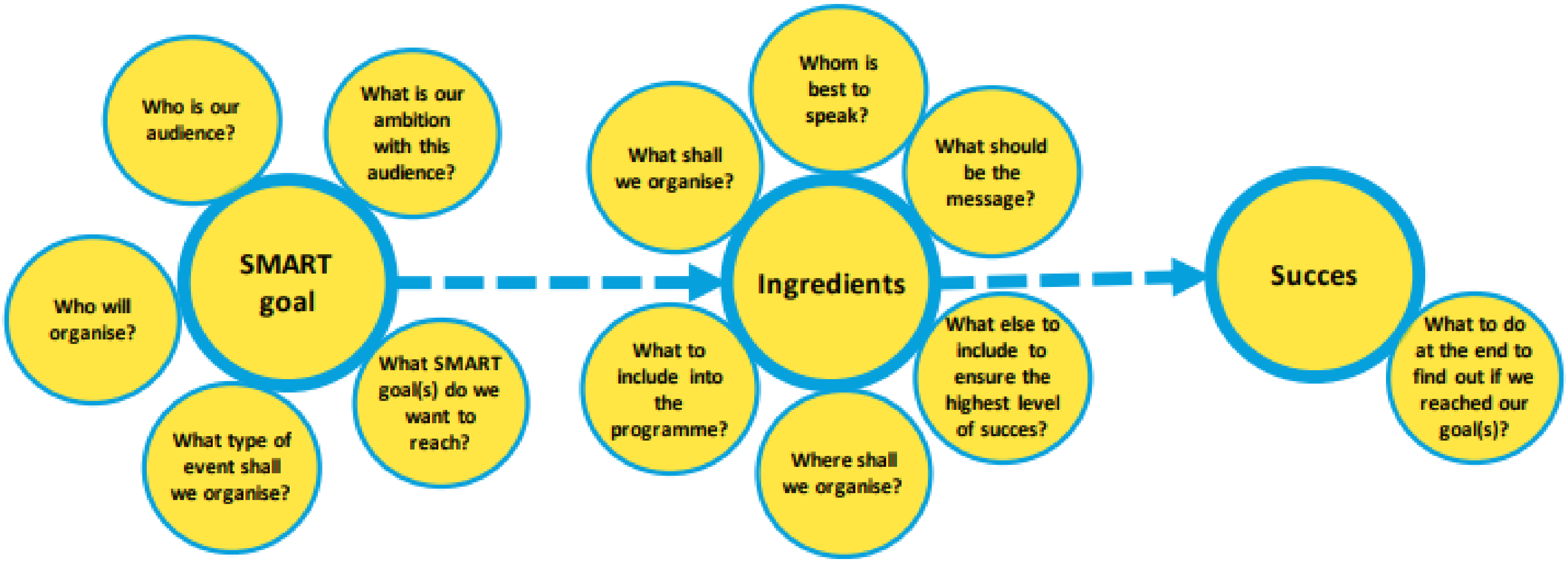
The **i-SME Action Guidelines** are a science-based guide, created by a European partnership in 2023, for organizing employer events specifically aimed at Small and Medium-sized Enterprises (SMEs). Their usefulness lies in providing a standardized way of working and a list of key "ingredients" to ensure event planners are "doing the right thing at the right moment, via the right means, with the right message, at the right place". The primary purpose of these guidelines is to increase the **intrinsic motivation** of SMEs to be open to and hire applicants with disabilities. The guidelines are summarized through a standardized process involving **twelve steps** and three main topics: formulating **SMART goals**, utilizing key **ingredients**, and measuring **success**. They emphasize thoughtful preparation, noting that many SE organizations are often "surprised that employers stay away" when events are organized based only on the organization's own interests and taste. The framework helps users make key decisions regarding the audience, ambition, type of event, speakers, and message to maximize the chance of reaching their goals.

You can find the link to these products in the sources library. To make sure that your participants use the guidelines you can do the learning activity “How to organize events for employers”.

<table>
<tr><th colspan="3">HOW TO ORGANIZE EVENTS FOR EMPLOYERS</th></tr>
<tr><td colspan="3">LEARNING OBJECTIVES</td></tr>
<tr><td colspan="3">The participants will use the science-based guidelines next time when they prepare an event for employers because they believe in the added value.</td></tr>
<tr><td colspan="3">PARTICIPANT PROFILE</td></tr>
<tr><td colspan="3">• SE professional
• management</td></tr>
<tr><td colspan="3">FACILITIES, TOOLS, MATERIALS</td></tr>
<tr><td colspan="3">• Post-its,
• Whiteboard or flipchart (to write on and put post-it's on)
• Markers.</td></tr>
<tr><td>TIMING</td><td colspan="2">2 x 50 minutes</td></tr>
<tr><td colspan="3">SCRIPT</td></tr>
<tr><td>Start</td><td>5 minutes</td><td>Introduction and Group Division:
Give clear instructions. Divide the group into smaller groups of 3 or 4 persons.
Training prompt: "We are aiming to change the mindset of businesses towards inclusion. Your task is to organize an event to achieve this goal."</td></tr>
<tr><td>Phase 1</td><td>30 minutes</td><td>Hypothetical Event Brainstorm:
Instruct groups to organize an event for employers to change their mindset toward inclusion in the workplace. The event can be online or F2F (face-to-face). Participants have 30 minutes to come up with the idea and write down every element they think of on a different post-it.

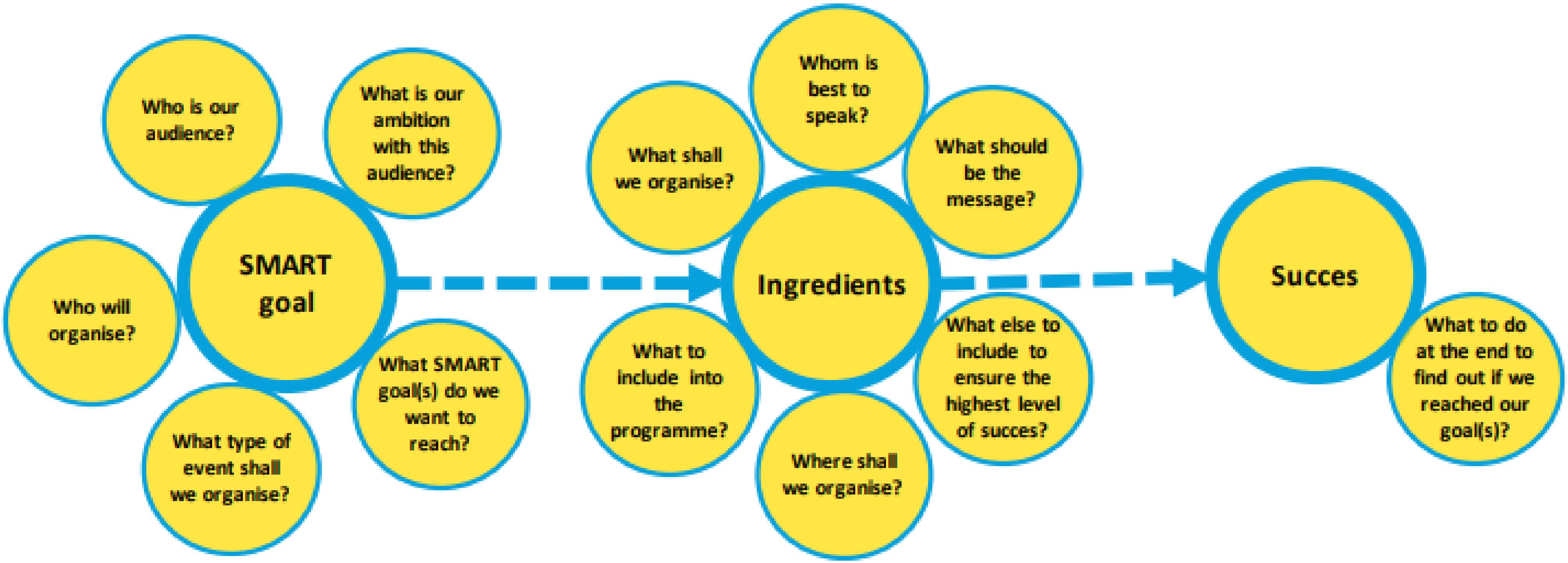
Training prompt: "You have 30 minutes to come up with an idea for a hypothetical event and to write this and everything you need down on post-its. You write every element you think of on a different post it. What resources, speakers, logistics, and content would your organization prioritize for this event?"
Trainer Action: During this time, draw the large circles on the whiteboard but keep the content blank until Phase 2.

Trainer Tip: Participants may use different spots in the meeting room, or in the building (if possible). Be sure to establish timing and their location, if they leave, so you can assist them if needed.</td></tr>
</table>

		
PHASE 2	10 minutes	**Sharing Ideas and Mapping:** Give participants the floor to share what they came up with. After each group's presentation, take their post-its and place them into the corresponding circles on the whiteboard. **Trainer Prompt:** "Notice how most of our ideas fall into the 'ingredients' category (e.g., catering, venue, speakers). This is common, but why might this approach lead to events where 'employers stay away'?" After 30 minutes you give the participants the floor. You ask them to tell what they came up with and after their story you place the post-its in the according circle. It will stand out that most of the post-its will be in the ingredients circles. After the stories you can tell your story about the guidelines. Why they should use them and how they can use them. During the story, you can write the titles down.
PHASE 3	10 minutes	**The Guidelines Story:** Explain that many SE organizations organize events based on their own interests and taste and are surprised when employers stay away. Introduce the science-based guidelines (I-SME), based on psychology models and interviews with

		employers, as the key to changing the mindset and behaviour of employers. Tell the story about why the guidelines should be used. Write the key elements or guidelines (e.g., **KEY ELEMENTS FOR ORGANIZING EVENTS FOR EMPLOYERS**) on the whiteboard. **Transfer Prompt:** "The goal isn't just a nice event; it’s to understand and meet the employer's needs. These guidelines help us bridge that gap. How does basing an event on psychological models align with the strength-based approach we use with jobseekers?".
PHASE 4	25 minutes	**Rewriting the Proposal:** Give the groups new instructions to rewrite their event proposal using the science-based guidelines. Emphasize paying special attention to formulating **SMART goals** (Specific, Measurable, Achievable, Relevant, and Timebound), noting that most people find this very hard. **Trainer Prompt:** "For this new design, ensure your goals are SMART. If your original objection was 'employers are too busy,' how does your redesigned event address that concern using the key elements of the guideline?" **Trainer Prompt:** "Be specific: What will be measured to prove the event changed the employers’ mindset or behaviour?
PHASE 5	10 minutes	**Presentation and Peer Feedback** Ask every group to present their revised event proposal. Invite the other groups to act as **critical friends**, offering constructive feedback. **Trainer Prompt:** "As a critical friend, focus your feedback using the WWW/EBI (What Went Well / Even Better If) format. Did the presentation demonstrate a clear focus on the employer's needs (Strategy 6 & 7 from Objection Handling)?"
DEBRIEF INFO	10 minutes	**Check-Out:** Choose a check-out format (e.g., 3-2-1 or WWW/EBI). Ask the participants what they learned and what they may need from the trainer when they want to know more. Tell them where to find the guidelines and info brochure. i-SME | Inclusive SMEs in Europe

KEY ELEMENTS FOR ORGANIZING EVENTS FOR EMPLOYERS



PART III TOOLBOX

GROUP FORMING ACTIVITIES

THINK-PAIR-SHARE

The **Think-Pair-Share** teaching method is a collaborative learning strategy that encourages active participation, reflection, and communication among students or participants. It is often used to enhance engagement, foster deeper thinking, and allow individuals to process information in a supportive environment before sharing their ideas with a larger group.

How It Works

- **Think**:
  - The teacher or facilitator poses a question or problem to the group.
  - Participants are given a moment of individual reflection to think about their response. This could involve recalling knowledge, making connections, or formulating an opinion on the topic.
  - The "think" phase allows everyone, including shy or less confident individuals, time to gather their thoughts without the pressure of immediate discussion.
- **Pair**:
  - After the thinking phase, participants are paired with a partner (or small group, depending on the setting) to discuss their thoughts.
  - In pairs, individuals share their ideas and compare perspectives. This stage encourages active listening, collaboration, and peer-to-peer learning.
  - Pairing helps participants articulate their thinking and refine their ideas based on their partner’s input.
- **Share**:
  - After the pair discussion, the participants share their thoughts with the larger group, class, or team.
  - This can be done by having individuals or pairs report back to the whole group, facilitating a broader exchange of ideas.
  - The sharing phase allows for a diversity of opinions and can stimulate further discussion, debate, or clarification on the topic.

Benefits Of Think-Pair-Share

- **Promotes Individual Reflection**: The "Think" phase gives everyone a chance to process the question privately, helping individuals who may need more time to develop their thoughts or those who may be hesitant to speak up in a larger group.
- **Encourages Active Participation**: Because participants discuss in pairs before sharing with the whole group, they are more likely to engage and contribute their ideas. The paired discussion allows for less pressure and more comfortable communication.
- **Facilitates Peer Learning**: Sharing ideas in pairs creates opportunities for peer-to-peer learning. Participants can learn from one another’s perspectives and insights, which can deepen their understanding of the topic.

- **Builds Confidence**: The "Pair" phase provides a safe space for less confident participants to practice expressing their ideas before sharing them with the entire group. This process can help boost confidence in speaking up during the "Share" phase.
- **Improves Critical Thinking**: The method encourages participants to think critically about the question or topic on their own first, and then challenge or refine their thinking through discussion with a peer.
- **Promotes Engagement in Larger Groups**: It prevents "silent" participation in larger groups. In a traditional lecture format, many students may stay quiet, but in Think-Pair-Share, everyone has the opportunity to engage in discussion, increasing the likelihood of a richer exchange of ideas.
- **Inclusive**: Think-Pair-Share is particularly effective in inclusive settings, as it ensures that all students or participants, regardless of their personality type (introverts vs. extroverts), have a chance to engage and contribute meaningfully.

Example Of Using Think-Pair-Share

Imagine you’re conducting a history lesson about the American Revolution.

- **Think**: You ask the students to consider the question, “What were the main causes of the American Revolution?” You give them a couple of minutes to think about this question on their own.
- **Pair**: Next, students pair up with a partner to share their thoughts and discuss the causes they identified, listening to each other’s reasoning and ideas.
- **Share**: Finally, you invite pairs to share their findings with the larger class, either by calling on a few students or by having pairs share in turn. This can lead to a broader class discussion where different perspectives are considered and debated.

Pairing methods

Adding playful and structured ways to form pairs helps energize the group, breaks routines, and fosters new connections. Here’s a set of **practical pairing strategies:**

1. **Birth Date Line-Up**
   - Ask participants to line up chronologically by **day and month of birth** (year is optional).
   - Once in order, split them into pairs or trios from one end.
   - *Why it's useful*: Creates random pairings, adds movement, and sparks fun conversation while they self-organize.
2. **Same Shoe Colour/Different Shoe Type**
   - Ask participants to find someone with the **same shoe colour** or a **completely different shoe type**.
   - *Why it's useful*: Fast and visual; avoids overthinking and gets people moving.
3. **Silent Line-Up by Height**
   - Without speaking, participants organize themselves by height.
   - Once lined up, divide into pairs or threes.
   - *Why it's useful*: Introduces a challenge, builds teamwork and observation.

4. Puzzle Pairing (Pre-Prepared)
- Hand out puzzle pieces, famous quotes cut in half, or matching emojis on cards.
- Participants find their match by moving around and comparing.
- *Why it's useful*: Playful and stimulates curiosity.

5. Same or Opposite Work Roles
- Ask participants to pair with someone from:
  - The same type of job (e.g. coach + coach), or
  - A different role (e.g. manager + frontline staff).
- *Why it's useful*: Allows for either peer exchange or cross-pollination, depending on learning objective.

6. Quick Poll Match
- Ask a fun poll question (e.g. "Mountains or sea?" / "Coffee or tea?").
- Let participants pair with someone who gave the **same** or **different** answer.
- *Why it's useful*: Adds lightness and quick connection.

7. Card Deck Grouping
- Give everyone a playing card or color-coded card at random.
- Pair by suit, colour, or number.
- *Why it's useful*: Fully random and reusable throughout the training.

8. Line-Up by Years of Experience
- Ask participants to line up by the number of years they've worked in supported employment.
- Pair up from one end, or mix seasoned staff with newer ones.
- *Why it's useful*: Fosters mentoring moments and encourages mutual learning.

Variations
- **Round-Robin Share**: After the "Pair" phase, the teacher can ask pairs to share their conclusions with other pairs in a "round-robin" style, ensuring everyone hears different perspectives.
- **Group Reflection**: After sharing with the class, participants can reflect as a larger group on common themes or diverging opinions.
- **Written Share**: Instead of sharing verbally, participants could write down their thoughts or responses and submit them for further discussion or analysis.

In summary, the Think-Pair-Share method is a highly effective teaching strategy that fosters individual reflection, peer-to-peer learning, and active participation in group discussions. It's particularly useful for deepening understanding, promoting critical thinking, and ensuring that everyone has an opportunity to contribute.

BLOB TREE METHOD

The **Blob Tree Method** is a visual and participatory tool often used in group dynamics and team-building exercises to explore feelings, relationships, and group interactions. It provides a way for individuals to express their perceptions and emotions in a non-threatening, creative way. This method uses a picture of a tree populated with “blobs” (simple, cartoon-like human figures) positioned in different scenarios, such as climbing, sitting, falling, or helping others.

Benefits Of The Blob Tree Method

1. **Visual and Non-Verbal Expression**:
   - It helps participants express feelings and perceptions that might be hard to articulate verbally.
   - The visual metaphor is particularly useful for individuals who may struggle with direct communication about group dynamics.
2. **Encourages Self-Awareness**:
   - Participants reflect on their own emotions, roles, and experiences within the group, fostering greater self-awareness.
3. **Promotes Empathy**:
   - Sharing choices encourages group members to understand and empathize with each other's perspectives and feelings.
4. **Identifies Group Dynamics**:
   - The method can reveal patterns, such as who feels isolated, who feels supported, and how individuals perceive their roles.
5. **Non-Threatening Format**:
   - The playful and metaphorical nature of the Blob Tree makes it a safe and less intimidating way to explore sensitive topics.
6. **Flexibility**:
   - The method can be adapted for various group settings, including team-building, conflict resolution, or leadership training.

Applications In Group Dynamics

The Blob Tree Method is useful in a variety of scenarios:

- **Team-Building**: To assess group cohesion and identify opportunities for improving collaboration.
- **Conflict Resolution**: To surface hidden tensions or feelings in a non-confrontational way.
- **Leadership Development**: To explore group perceptions of leadership roles and dynamics.
- **Training and Development**: To help trainers understand group dynamics and adapt their strategies accordingly.

Conclusion

The Blob Tree Method is a creative and effective tool for understanding and improving group dynamics. By providing a visual framework for reflection and discussion, it enables participants to express their emotions and perspectives, fostering greater self-awareness, empathy, and collaboration. When used skillfully, it can reveal valuable insights into group interactions and support the development of a stronger, more cohesive team.

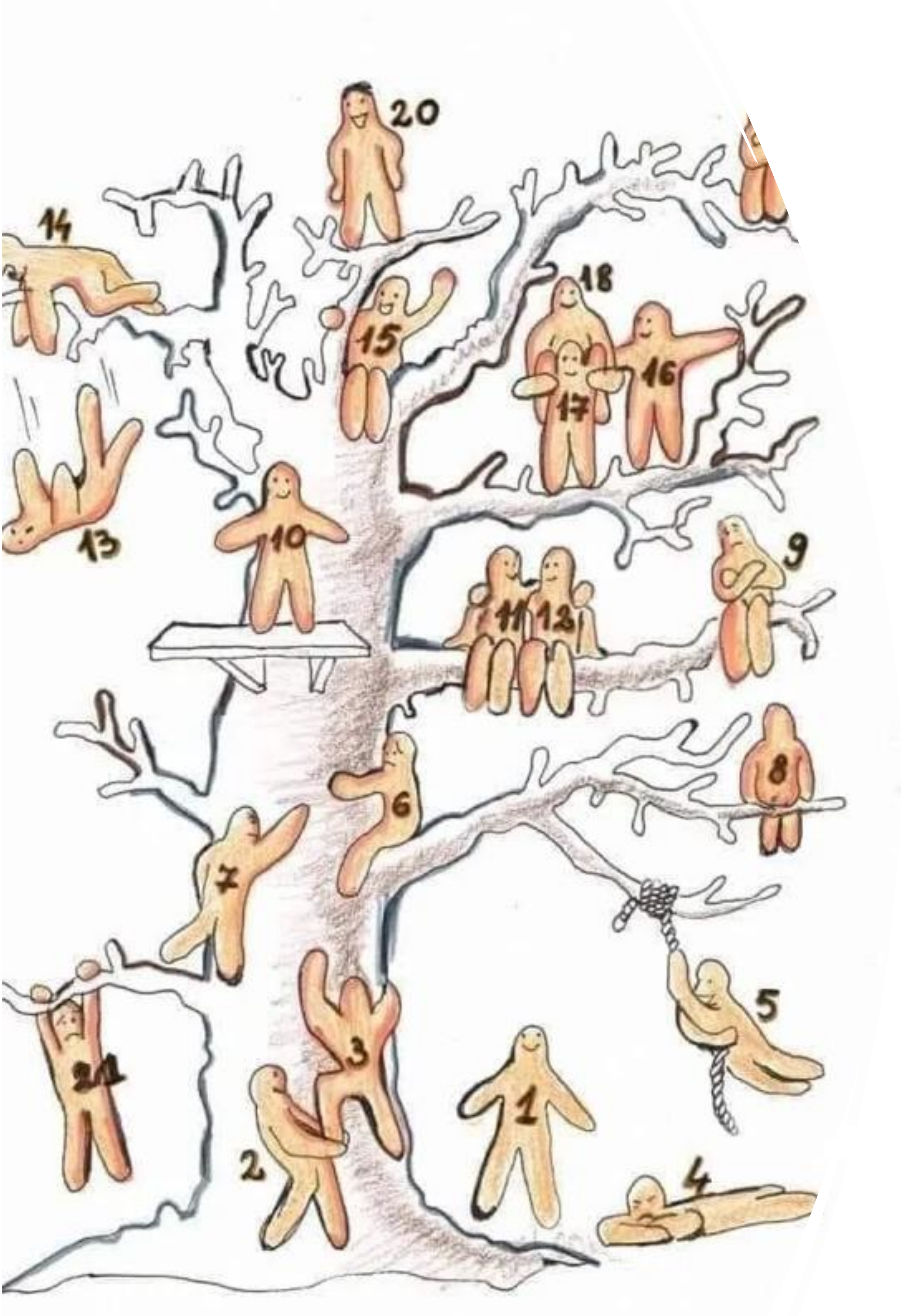
<table>
<tr><td colspan="3">BLOB TREE</td></tr>
<tr><td colspan="3">LEARNING OBJECTIVES</td></tr>
<tr><td colspan="3">Participants choose one or more blobs that represent themselves, their feelings, or their perceived roles within the group. The facilitator identifies patterns in the group's dynamics, such as levels of engagement, feelings of inclusion or exclusion, leadership or support roles, and areas of conflict or tension. Based on reflections, the group brainstorms actionable steps for improving collaboration, communication, or overall morale.</td></tr>
<tr><td colspan="3">PARTICIPANT PROFILE</td></tr>
<tr><td colspan="3">• General (Used for Group Forming Activities)</td></tr>
<tr><td colspan="3">FACILITIES, TOOL, MATERIALS</td></tr>
<tr><td colspan="3">• The Blob Tree image (typically depicting blobs interacting to signify teamwork, independence, conflict, or support).
• A worksheet for participants to record their choice (optional).</td></tr>
<tr><td>TIMING</td><td colspan="2">± 40 minutes</td></tr>
<tr><td colspan="3">SCRIPT</td></tr>
<tr><td>START</td><td>5 minutes</td><td>Introduction
The trainer presents the Blob Tree image to the group. Explain that the visual and non-verbal expression of the Blob Tree is a non-threatening, safe, and less intimidating way to explore sensitive topics like group feelings and roles. The image typically shows blobs interacting in ways that signify teamwork, independence, conflict, or support.</td></tr>
<tr><td>PHASE 1</td><td>10 minutes</td><td>Choice and Reflection
Trainer instructions: Participants are asked to choose one blob (or more) that represents:
• How they currently feel within the group or team.
• How they perceive their role or contribution.
• Where they aspire to be within the group.
• Alternatively, they might choose a blob to represent the group as a whole or indicate how they perceive other members.

Training prompt: "Look closely at the various positions—who is climbing, who is supporting, who looks isolated, who is in conflict? What position best reflects your current state or feeling regarding this training or team?"</td></tr>
<tr><td>PHASE 2</td><td>15 minutes</td><td>Discussion and Sharing
Participants share their chosen blob and their reasoning with the group (if comfortable) or with the facilitator. The sharing process fosters greater self-awareness and promotes empathy among group members.

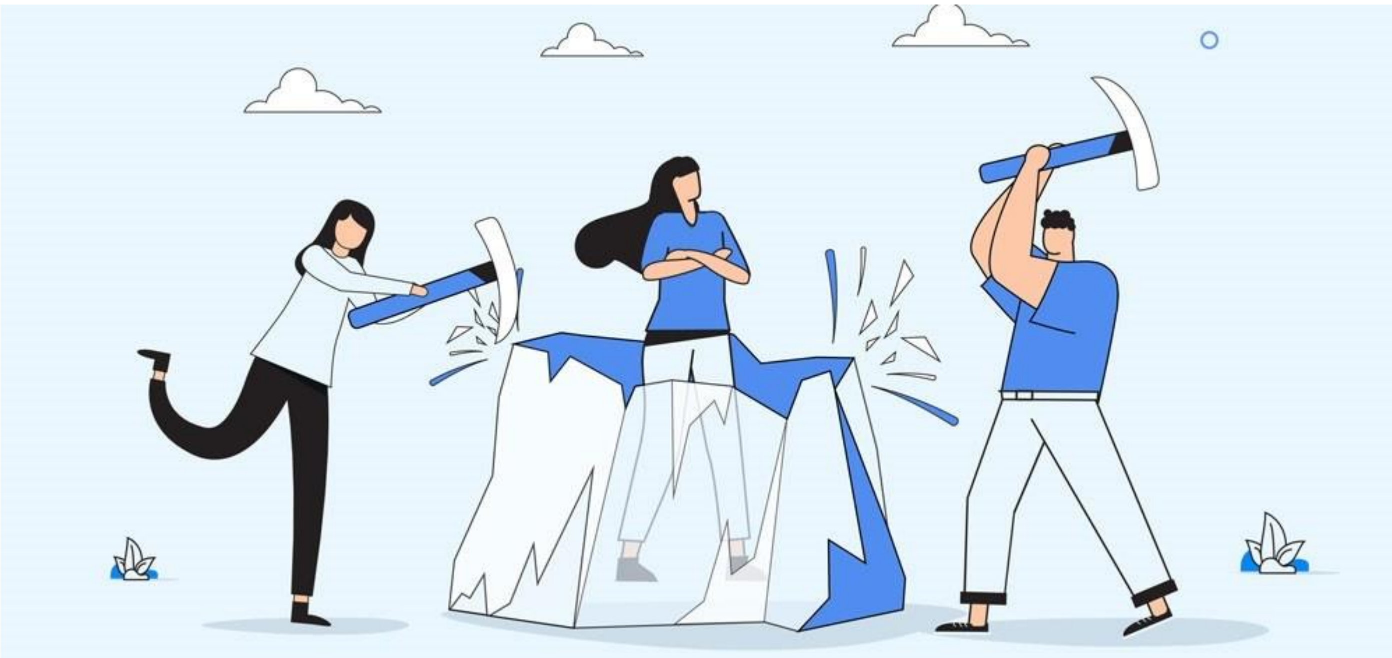
Training Prompt (Group Sharing): "What were your reasons for choosing that position? How does your chosen blob relate to others in the group?"
(Linking to Resistance/Objections): "If you chose a blob representing tension or conflict, what does that position tell you about potential areas of disagreement or resistance within our collaboration? How does understanding that underlying 'reason' help us?"</td></tr>
<tr><td>PHASE 3</td><td>10 minutes</td><td>Facilitation, Analysis, and Action Planning</td></tr>
</table>

		The facilitator analyzes the shared insights to identify patterns in the group's dynamics, such as levels of engagement, inclusion/exclusion, leadership roles, or conflict. The facilitator then guides a discussion to brainstorm ways to address challenges or enhance positive dynamics. **Training Prompt (Analysis & Action):** "Based on what we've seen, are there patterns of exclusion or low engagement? What is one **actionable step** we can take as a group to improve collaboration, communication, or overall morale? For example, if we identified tension, what concrete step can we take to reduce that tension or turn that conflict into positive feedback?"
END		Conclude the activity by emphasizing how identifying group dynamics through this visual tool can reveal valuable insights and support the development of a stronger, more cohesive team.
DEBRIEF INFO		The facilitator uses the shared insights to guide further discussions or interventions. The resulting actionable steps should focus on improving collaboration and communication.

WORK SHEET BLOB TREE



ENERGIZERS, ICE BREAKERS & CHECK-INS



An **energizer** is a type of activity or exercise used in training sessions, trainings, or group activities to engage participants, boost their energy levels, and re-energize the group. It typically involves light physical movement, mental challenges, or interactive tasks designed to break up the monotony, increase alertness, and promote a positive and dynamic environment. Energizers are commonly used at the start of a session to warm up participants, during breaks to maintain focus, or when energy levels dip during longer sessions.

Key Characteristics Of Energizers

1. **Interactive**: Energizers often involve group participation, encouraging communication, collaboration, or competition.
2. **Fun and Light-Hearted**: They are usually playful or humorous, designed to lighten the mood and make participants feel more comfortable.
3. **Short and Simple**: Energizers are typically quick activities that can be done in a few minutes without requiring complex preparation.
4. **Variety**: They can vary from physical movements (e.g., stretching, jumping) to mental puzzles or creative exercises.

Added Value Of Energizers In Group Activities

1. **Increase Engagement**: By adding variety to a session, energizers help maintain attention and interest. This is particularly important in longer training or meetings where focus can flag.
2. **Foster Group Cohesion**: Energizers often involve collaboration, which helps build rapport and strengthens team dynamics. Participants can feel more connected and comfortable with one another.
3. **Boost Energy and Motivation**: A well-timed energizer can break up the monotony of a session and inject energy into participants, helping them feel more motivated and enthusiastic for the tasks ahead.

4. **Stimulate Creativity**: Some energizers are designed to get participants thinking outside the box, which can spark creativity and problem-solving skills.
5. **Reduce Tension or Anxiety**: If the group is feeling tense or nervous, an energizer can help alleviate stress and make the environment more relaxed and open, promoting a positive atmosphere.
6. **Reinforce Learning**: Energizers can sometimes be linked to the training content, providing an opportunity to reinforce key messages or concepts in a fun and engaging way.
7. **Enhance Physical and Mental Well-being**: Physical energizers can get participants moving, helping reduce physical fatigue and improve circulation, while mental energizers can provide a mental break, giving the brain a chance to refresh.

Examples Of Energizers

- **Icebreakers**: Simple games like "Two Truths and a Lie" or "Human Knot" to help participants get to know each other.
- **Stretching or Movement**: A quick series of stretches or dancing to music to get everyone moving and laughing.
- **Brain Teasers**: Fun puzzles or riddles to engage the mind and stimulate creativity.
- **Group Games**: Short games like "Simon Says" or trivia competitions that get everyone involved and energized.

In summary, energizers are a powerful tool in group activities and training because they maintain high levels of engagement, enhance group dynamics, and can improve both the physical and mental well-being of participants. They contribute significantly to making a training session or meeting more interactive, enjoyable, and productive

SPEED DATING

LEARNING OBJECTIVES

Goal:

- To start the day in a pleasant way.
- To create an atmosphere of talking about employers.
- Participants will practice articulating the core value and differentiation of their service.
- Participants will practice framing responses that address potential employer challenges and conflicts constructively.

PARTICIPANT PROFILE

- SE professionals

FACILITIES, TOOL, MATERIALS

- Work sheet speed dating questions (as a PowerPoint presentation, printed handout, or read aloud).
- Timer/Signal device.

TIMING	**35 minutes**	
SCRIPT		
START	5 minutes	Instruct participants to take their seats and form two rows facing each other. Explain the format: this is a speed date, and they will have 2 minutes each to answer a specific question. Explain that the goal is fluency and confidence in articulating their service value. **Trainer prompt:** "In this activity, you are practicing articulating the value of your services to a new employer. Remember, confidence and credibility are key when dealing with employers."
PHASE 1	4 minutes	**Core Values** Trainer presents the first question. Question: **"What are the core values of your service to employers?"** After **2 minutes**, give a signal for the opposite partner to answer. Time Prompts: "Partner A, start now." (2 minutes) "Partner B, your turn." (2 minutes) You ask participants to take their seats and form two rows facing each other. You tell them that this is a speed date and that you will be given 2 minutes each to both answer the question being asked (cf. work sheet speed dating). When the time is up, you give a signal. Everyone then leaves their seats and moves one place to the right.
PHASE 2	1 minute	Give the signal. Everyone leaves their seat and moves one place to the right. **Action Prompt:** "Move one place to the right, ready for your next date."
PHASE 3	4 minutes	Trainer presents the second question. *Question:* **"How do you help employers attract and retain talent?"**

		Repeat the 2-minute rotation. **Training prompt:** "Focus your response on **specific examples** and solutions, proving what you say with specific evidence, if possible."
PHASE 4	1 minute	Give the signal. Everyone leaves their seat and moves one place to the right. **Action Prompt:** "Move one place to the right, ready for your next date."
REPEAT	Optional	• Optional: let participants choose their questions to ask.

WORK SHEET SPEED DATING

Questions to choose from

You can add these questions in a powerpoint, print it out for the trainees or read them out loud as they write one down. As a trainer you can choose your medium.

- What are the core values of your service to employers?
- How do you help employers attract and retain talent?
- How do you measure the success of your services to employers?
- What are the biggest challenges for you in helping employers?
- How do you stay abreast of the latest trends and best practices in employer services?
- What role does technology play in your services to employers?
- What differentiates your services from those of other SEP?
- How do you handle difficult situations or conflicts between jobseekers and employers?
- What specific programmes or initiatives do you offer to improve diversity and inclusion in companies?
- Can you give an example of a successful collaboration with an employer and what the results were?
- How do you ensure that your services continue to meet the changing needs of employers?
- What are the biggest benefits employers experience by using your services?
- How do you handle feedback from employers to continuously improve your services?

WALKING INTERVIEW

When I give a sign, you stop to talk with the nearest person near you about the given topic.

- What did you find useful about yesterday’s training?
- What did you notice, in a positive manner, about someone else, yesterday?
- What is your positive expectation of today?

<table>
<tr><th colspan="3">4 IN A ROW</th></tr>
<tr><td colspan="3">LEARNING OBJECTIVES</td></tr>
<tr><td colspan="3">To facilitate platform building and acquaintance.
To enable participants to get to know each other more personally in a playful way.
To provide a low-threshold introduction to the topic of employer engagement.</td></tr>
<tr><td colspan="3">PARTICIPANT PROFILE</td></tr>
<tr><td colspan="3">SE-professionals.</td></tr>
<tr><td colspan="3">FACILITIES, TOOL, MATERIALS</td></tr>
<tr><td colspan="3">Printed Cards with characteristics of the participants (the game card).
Timer/Signal device.</td></tr>
<tr><td colspan="2">TIMING</td><td>25 minutes</td></tr>
<tr><td colspan="3">SCRIPT</td></tr>
<tr><td>START</td><td>5 minutes</td><td>Introduction and Setup
Introduce the activity as a fun way to deepen acquaintance and establish a baseline for employer engagement.
Instruct participants to set aside tables and chairs and stand in the room. Hand out the game card.

Trainer prompt: "The goal is not just to win, but to discover shared professional experiences and attitudes. This activity helps us build the platform needed to grow our skills and competences during this training program."</td></tr>
<tr><td>PHASE 1</td><td>15 minutes</td><td>Rules and Game Play
Explain the rules of the game clearly. The participants may already know each other from previous meetings or the first day of training. Participants circulate, seeking colleagues who match the characteristics listed on the card. When a match is found, the participant writes that person's name in the box next to the question.

Training prompt: "You must find 4 names in a row—vertical, horizontal, or oblique—as quickly as possible. If you find a match for a statement like 'We both know about job carving' or 'We feel confident talking with employers,' write their name down".

Signal Prompt: "Once you have 4 in a row, raise your hand. The game ends when the first person wins, and everyone sits down".</td></tr>
<tr><td>DEBRIEF INFO</td><td>5 minutes</td><td>Sharing and Reflection
When the game is won, invite everyone to sit down. If time allows, depending on the group size, have the winner and others read out their 'scores' (the names they collected). Facilitate a short discussion to connect the game back to the learning objectives.</td></tr>
</table>

		Trainer Prompt (Professional Focus): "Look at the statements you *didn't* manage to match (e.g., 'We have a vision about working together with employers' or 'We keep track of our contacts with employers in a database'). What does this tell us about the skills or common practices we need to focus on during this training?" **Alternative Trainer Prompt:** "Which statements were hardest to find a match for? Did you discover anything surprising about your colleagues' experiences with employers or jobseekers?"

WORK SHEET 4 IN A ROW			
WE BOTH CALL EMPLOYERS ON A REGULAR BASE	WHAT IS THE KEY TO GOOD CONTACT WITH EMPLOYERS?	WE BOTH KNOW ABOUT JOB CARVING	WE ONCE DID THE SAME JOB
WE BELIEVE EMPLOYER ENGAGEMENT IS ABOUT ATTITUDE MORE THAN KNOWLEDGE	WE HAVE GOOD EXPERIENCES WITH EMPLOYERS	IN OUR ORGANIZATION, THERE IS A VISION ABOUT WORKING TOGETHER WITH EMPLOYERS	TALKING ABOUT EMPLOYERS MAKES US NERVOUS
AFTER A NETWORKING EVENT, WE WENT HOME WITH A LOT OF BUSINESS CARDS.	WE BELIEVE EMPLOYERS ARE ONLY HUMAN.	WE HAVE THE SAME NUMBER OF YEARS OF EXPERIENCE WITH EMPLOYERS	WE KEEP TRACK OF OUR CONTACTS WITH EMPLOYERS IN A DATABASE.
WE HAVE THE SAME FAVOURITE FLOWER	WE HAVE ALREADY PROMOTED JOBSEEKERS TO EMPLOYERS	WE ARE RESPONSIBLE FOR THE SUCCESS OF THE EMPLOYMENT.	WE FEEL CONFIDENT TALKING WITH EMPLOYERS

CHECK-OUTS

A **check-out** is a reflective activity or structured closing exercise used in training sessions, trainings, or group activities to gather feedback, summarize learning, and provide closure. It is typically conducted at the end of a session, allowing participants to reflect on their experience, share insights, and express how they feel about the material, the process, or the overall session. Check-outs can take various forms, ranging from simple questions to group discussions or written reflections.

How Check-Outs Work

1. **Facilitator's Role**
    - At the end of a training session or group activity, the facilitator asks participants to engage in the check-out process.
    - The facilitator can either direct specific questions to the group or ask participants to share their thoughts on certain topics.
    - The check-out may be structured, with specific prompts or open-ended questions, or it may be more informal, depending on the group and the nature of the session.
2. **Types of Check-Out Activities**
    - **Verbal Check-Outs**: Participants share their thoughts out loud with the group, often in response to a specific question or reflection prompt.
    - **Written Check-Outs**: Participants write down their thoughts, feelings, or key takeaways, which can be collected by the facilitator for feedback or future reference.
    - **Group or Round-Robin**: Each participant is asked to share something briefly (e.g., a key learning, an emotion they are experiencing, or an action they plan to take).
    - **Thumbs Up/Down**: A quick non-verbal check-out where participants indicate their overall satisfaction or feelings about the session with a thumbs up, thumbs down, or thumbs sideways.

Common Check-Out Questions Or Prompts

- What is one key takeaway from today's session?
- What did you find most useful?
- What will you do differently as a result of what you learned?
- What part of the session was most challenging for you?
- How do you feel about the session overall?
- If you had one more hour to spend, what would you like to explore further?
- On a scale of 1 to 10, how satisfied are you with today's session?

Added Value Of Check-Outs In Group Activities

1. **Encourages Reflection**:
    - Check-outs prompt participants to reflect on their learning and experiences, helping them consolidate their thoughts and make sense of the material covered.
    - This reflection can deepen understanding and ensure that key takeaways are internalized.

2. **Provides Closure**:
    - A check-out brings the session to a natural conclusion, providing participants with a sense of closure and completion.
    - It helps to wrap up the group's experience, preventing the feeling of an abrupt ending and reinforcing the learning objectives.
3. **Gathers Feedback**:
    - Check-outs serve as an informal yet valuable feedback mechanism, allowing facilitators to gauge how participants feel about the session, what worked well, and what areas may need improvement.
    - This feedback can be used to improve future sessions or activities, ensuring that participants' needs are being met.
4. **Promotes Group Sharing**:
    - By allowing participants to share their thoughts or feelings in the check-out, a sense of community is fostered. Group members can learn from each other's perspectives and may feel more connected to the group.
    - This also gives quieter or more reflective participants an opportunity to express themselves in a safe and structured way.
5. **Identifies Actionable Insights**:
    - Participants often identify concrete actions or changes they plan to make based on the training. These actionable insights can be valuable for both individuals and the group as a whole, ensuring that the learning is not just theoretical but can be applied in real-life situations.
6. **Helps Reinforce Learning**:
    - Summarizing or articulating their thoughts during a check-out allows participants to reinforce what they have learned, improving retention. Sharing insights with others can also enhance the learning process.
    - Check-outs can highlight the most important takeaways, ensuring that everyone leaves with a clear understanding of the key points.
7. **Creates Accountability**:
    - By discussing what they plan to do differently or how they will apply what they've learned, participants hold themselves accountable to follow through on their commitments.
    - This can motivate participants to take meaningful action after the session, leading to better outcomes.
8. **Fosters a Positive End**:
    - A well-executed check-out can leave participants with a positive feeling about the session, reinforcing their engagement and satisfaction. Ending on a reflective note often creates a sense of accomplishment and readiness to implement new ideas.
9. **Opens the Door for Further Dialogue**:
    - The check-out can prompt ongoing conversation or curiosity about the topics discussed. It may encourage participants to continue learning, ask follow-up questions, or seek additional resources.

Example Of A Check-Out Process

Imagine you’ve just completed a one-day training on leadership skills:

- **Facilitator**: "As we close today, I'd like to do a quick check-out. Please take a moment to reflect on the day. What is one key takeaway you will apply to your leadership role?"
- **Participants share**: Each participant offers a brief response about what they learned and how they plan to use it in their professional lives.
- **Facilitator**: "Great, thank you all for sharing. To close, please take a moment to write down one action step you'll take based on what you've learned today. You can share it with a partner or keep it private for your own reflection."

Variations Of Check-Outs

- **Silent Check-Out**: Instead of verbalizing, participants write down their thoughts, which can be reviewed by the facilitator to gain insights about the session.
- **Small Group Check-Out**: In larger groups, participants can discuss their reflections in small groups before sharing with the whole room, making it less intimidating for those who might not want to speak in front of everyone.
- **Rating Scales**: Use rating scales (e.g., 1-10) for participants to express their satisfaction or learning outcomes and allow for brief explanations of their ratings.

Conclusion

Check-outs are a valuable tool in training and group activities because they offer participants a chance to reflect on and consolidate their learning, provide important feedback to the facilitator, and create a sense of closure and accomplishment. By encouraging participants to articulate their thoughts and feelings, check-outs promote accountability, enhance engagement, and help ensure that the session's objectives are met.

3-2-1

The 3-2-1 activity encourages participants to summarize and reflect on what they’ve learned. Here’s how it works:

- **Three**: Participants write down **three things they learned** from the lesson, helping to consolidate their understanding.
- **Two**: Participants note **two things they found interesting and would like to learn more about**, sparking curiosity and engagement.
- **One**: Participants record **one question they still have about the material**, which can guide future lessons or assignments.

WWW/EBI

WWW/EBI stands for "What Went Well" and "Even Better If." Encourage students to:

- **Share what went well**: This highlights strengths and builds a positive learning environment.
- **Suggest improvements**: Constructive feedback on how the training could be even better next time fosters an open and collaborative learning culture.

Using this feedback can enhance your training strategies and improve trainees' engagement. It is also a good strategy for helping participants how to interpret feedback that they receive.

Roll The Dice

Put a 6-sided dice at each desk. At the end of class, each participant rolls and briefly answers aloud a question based on the number rolled:

1. I want to remember …
2. Something i learned with this learning activity…
3. One word to sum up what i learned…
4. Something i already knew…
5. I'm still confused about …
6. An "aha" moment that i had during this learning activity…

Feedb(l)Ackbox

Everybody formulates good feedback questions, puts it in a box. Everybody than blindly grabs a question, and answers the question.

Deep Democracy

Plenary activity. Stand in a circle and let them reflect about the previous learning activity.
"This learning activity helped me, as a trainer, because of …" Or "This learning activity made me want to know more about …"

When you give your opinion, you step forward in the circle. Participants that have the same opinion or agree with you will then also step forward. Try to let everybody have a say at least once.

Note To Self

Note to Self is a very simple check-out activity. It focuses on the self, without any commitments to the group. Therefore, it is a good option after group conversations without clear group action items.

Running the activity:

- Ask participants to grab a pen and a sticky note.
- Give them one minute to reflect upon the discussion that has just ended.
- Request each person to write a note to self about something they want to have and put on their laptop as a reminder for the future.

Though simple, writing a note and then reading it later on is a powerful way to have a person think and then ponder (again) on something. Reflections are very personal, and not everything needs to be a group discussion or group action items. We find the note to self very powerful for fostering individual thoughts and reflections.

Remote-team advice: This activity works well for remote teams, as each participant writes their note individually and keeps it to themselves.

DIGITAL LEARNING ACTIVITIES

The BEO training program is designed as a blended training program, which includes both face-to-face training days and self-directed learning activities. This flexibility allows trainers to effectively reach SEP across different regions and contexts.

This chapter provides trainers with foundational principles and practical strategies for adapting the manual's face-to-face learning activities (such as role-plays, group forming, and reflection tools) for high-quality, engaging online delivery. The goal is to ensure the standardized delivery of the BEO training, upholding program quality and consistency, regardless of the delivery environment.

GENERAL GUIDELINES FOR EFFECTIVE DIGITAL DELIVERY

When planning and executing digital learning sessions, trainers must ensure that the core principles of the BEO training remain central:

1. **Maintain Foundational Mindsets:** The training must continue to promote the **Growth Mindset** and utilize the **Strength-Based Approach** to empower SE professionals to overcome self-doubt and foster resilience in employer engagement.
2. **Prioritize Interaction over Input:** Just as in face-to-face sessions, trainers should aim for a balance of **30% input** (trainer's content) and **70% action** (participants' activities). Digital tools should facilitate this action-oriented focus, enabling participants to process and demonstrate their learning.
3. **Ensure Technical and Digital Inclusivity (Zero Exclusion):** Trainers must proactively address potential technology barriers. Inclusivity is paramount. Adaptations should be recommended rather than excluding participants who may struggle with certain digital formats.
4. **Structured Development:** Use the Conscious Competence Learning Model to structure online sessions logically. This means guiding participants step-by-step from **Unconscious Incompetence** to **Unconscious Competence**.

APPLYING FOUNDATIONAL FRAMEWORKS IN THE VIRTUAL SPACE

Adapting the BEO content effectively requires leveraging digital tools to replicate the engagement techniques outlined in the foundational chapters of this manual:

Managing Online Group Dynamics

Group dynamics are crucial for learning outcomes. Online, this requires heightened attention from the trainer:

- **Set Clear Ground Rules:** Establish guidelines immediately for respectful communication, camera usage, and participation. This minimizes potential conflicts in the digital space.
- **Encourage Inclusivity and Balance:** Use active strategies to involve all participants, especially quieter members. Actively monitor interactions to identify dominant or disengaged participants. In breakout rooms, assign specific roles (e.g., note-taker, timekeeper, presenter) to ensure balanced participation and accountability.

- Foster Team Building: Utilize short, online Energizers and Icebreakers at key transition points to maintain energy and build rapport, countering the monotony often associated with long online sessions.

Digital Feedback and Reflection Tools

Digital check-ins and check-outs are essential for gauging understanding and energy levels when non-verbal cues are less visible:

- **Quick Pulse Checks:** Use non-verbal digital polling or chat functions for rapid feedback checks (e.g., digital thumbs up/down).
- **Structured Check-Outs:** Utilize digital versions of structured activities:
  - **3-2-1:** Have participants quickly type three things learned, two things they found interesting, and one question they still have. This provides valuable feedback to the trainer.
  - **Note To Self:** This activity works particularly well for remote teams as participants write a personal reflection without a commitment to the group. They can write a sticky note and digitally post it to their desktop as a reminder.

Handling Digital Resistance (Bruges Model)

In an online environment, resistance may manifest as silence, absent cameras, or lack of chat participation. Trainers must view this digital resistance as **feedback** rather than a failure to engage.

- **Decode Digital Cues:** If participants are quiet, this may signal that the approach or content is misaligned with their needs or readiness. The trainer should actively listen and observe digital cues.
- **Adapt Interventions:** Use resistance to fine-tune methods, perhaps by simplifying tasks or focusing on immediate, achievable goals. Ask open questions such as**, 'What makes this difficult for you right now?'** in a private chat or small breakout session to gather feedback.

TIPS FOR ADAPTING SPECIFIC LEARNING ACTIVITIES

The BEO manual’s Learning Activities can be successfully adapted using common digital platforms:

FACE-TO-FACE ACTIVITY	DIGITAL ADAPTATION STRATEGY	APPLICATION PRINCIPLES
THINK-PAIR-SHARE	**Use Breakout Rooms:** Pose the question, allow individual time to 'Think' (cameras optional), then assign pairs to breakout rooms for the 'Pair' discussion. This ensures active participation and allows peer-to-peer learning.	**Peer Learning & Confidence Building:** Provides a safe space to practice articulating ideas before the ‘Share’ phase with the larger group.
THREE-COLUMN MODEL	**Use Shared Digital Documents/Whiteboards:** Instead of printed worksheets, groups should collaborate simultaneously on a shared document (e.g., the WORK SHEET THREE COLUMN-MODEL).	**Collaboration & Strength-Based Focus:** Allows trainers to virtually monitor progress and ensure participants are focusing on "What Works Already?" and small, actionable steps ("What would move you one step higher on the scale?").
ROLE PLAY (e.g., Cold Calling & Dealing with Objections)	**Structured Breakout Role Assignments:** Assign groups of three (employer, SEP, observer) to breakout rooms. Ensure roles change after each phase (e.g., making the appointment, vacancy analysis, jobseeker presentation).	**Practice & Confidence Boost:** Simulates real-world scenarios digitally. The observer must provide structured feedback based on the principles of dealing with objections (Acknowledge, reassure, explain).
HOW TO ORGANIZE EVENTS FOR EMPLOYERS	**Digital Brainstorming & Whiteboarding:** Use digital post-it tools for Phase 1 instructions, allowing participants 30 minutes to brainstorm event elements. The trainer can then organize these elements virtually into the guidelines circles for Phase 2 discussion.	**Building on Existing Knowledge:** Leveraging digital tools allows groups to quickly generate and share ideas, enabling the trainer to efficiently compare their initial proposals against the established guidelines.
SPEED DATING	**Timed Breakout Rooms:** Use randomized pairings in breakout rooms, setting a strict time limit (e.g., 2 minutes) for each partner to answer the question before reshuffling the pairs.	**Engagement & Atmosphere:** A quick, structured activity that starts the day pleasantly and encourages talking about employers.

CONCLUSIONS & FINAL REMARKS FOR THE FUTURE

The BEO Trainers' Manual serves as a comprehensive resource designed to standardize and enhance the skills and confidence of SEP in employer engagement. The BEO project was created to strengthen the essential connection between companies and people with disabilities by addressing the recognized critical gap in SEPs’ ability to engage employers effectively. It is hoped that the manual’s learning activities and structured approach will leverage SE by equipping SEP with the tools and confidence needed to effectively **advocate for jobseekers** and **address employer concerns** about hiring individuals with disabilities. The training program aims to enhance employer engagement throughout Europe, aligning with the SEQF, with the ultimate goal of increasing employment opportunities for people with disabilities.

Looking ahead, the future of the BEO program centres on advancing the field of SE and deepening engagement structures with businesses, focusing on potential ideas and suggestions rather than finalized decisions. These concepts aim to progress the skills of SE Professionals and broaden the application of the SE model. Potential avenues being explored include strengthening SE Professionals by developing them into more specialized **"Workplace Consultants"** with advanced competencies in areas such as negotiation, conflict management, labour market analytics, and working constructively with resistance.
Further suggestions revolve around deepening collaboration structures, potentially through an **Employer-First Vision (BEO Part 2)**, which could involve SE professionals co-designing job roles and recruitment processes directly with employer HR teams. There is also consideration for **Advanced Job Analysis & Technology Integration**, exploring the potential use of AI for job matching, developing digital toolkits for common reasonable adjustments, and enhancing job carving support. Other ideas encompass strengthening the overall employer engagement ecosystem by developing peer-to-peer employer networks (Ambassador Programmes), improving communication models and resources, and building stronger frameworks for working with recruitment agencies and embedding SE strategies within Public Employment Services (PES)

APPENDICES

APPENDIX ENGAGING INVITATION

ENGAGING INVITATION

Register for our unique training and strengthen your skills in employer engagement services!

Training objective

After following this training programme, you will have the self-confidence to effectively engage with employers. You will learn how to build lasting relationships with them and gain insight into your own growth path as a Supported Employment Professional.

Training programme

In an intensive 6-week programme spread, with three face-to-face three training days, we will delve into the topic of employers. Within supported employment, both jobseekers and employers are central to our services. We have noticed that our self-assurance in working with jobseekers is greater than with employers, a trend we also see in other organisations and countries.

Therefore, as part of the Business Engagement Odyssey (BEO) project, together with partners, we have developed a training programme to bridge this gap. During the first two days, we address the following questions:

- What is our vision for employer engagement services?
- What is Supported Employment and how do we apply it in our employer engagement services?
- What do we need to engage effectively with employers? What skills and knowledge are we lacking?

We offer several modules tailored to the group. On the third day, we come back to share experiences and build on what we have learned.

What's in it for you?

- Strengthen your self-confidence in approaching employers.
- Learn how to build valuable relationships with employers.
- Develop a critical understanding of your own skills and opportunities for growth.

Don't miss this opportunity to improve your professional skills and boost your career! Register today and take the first step towards successful employer engagement service.

APPENDIX TEMPLATE PRELIMINARY BASELINE SURVEY BEO TRAINING

Objective: This survey aims to establish a baseline understanding of Supported Employment Professionals' SEP current skills, confidence levels, and challenges related to employer engagement. It will provide data to compare against the post-training impact survey to measure the effectiveness of the BEO training program.

Section 1: Participant Information

1. **Name (Optional):** ______________________________
2. **Organization:** ______________________________
3. **Role/Position:** ______________________________
4. **Years of Experience in Supported Employment:**
    - Less than 1 year
    - 1–3 years
    - 3–5 years
    - More than 5 years
5. **Country:** ______________________________

Section 2: Current Employer Engagement Skills

Rate the following statements on a scale of 1 to 5 (1 = Strongly Disagree, 5 = Strongly Agree):

1. I feel confident engaging with employers about hiring people with disabilities.
2. I can effectively build and maintain relationships with employers.
3. I am skilled at addressing employer objections and concerns.
4. I understand how to present the benefits of inclusive hiring to employers.
5. I am familiar with methods to identify employer needs and align them with jobseekers' skills.
6. I feel comfortable conducting cold calls to employers.
7. I can effectively organize and participate in events to engage employers.
8. I understand how to use tools like vocational profiling and job analysis for employer engagement.

Section 3: Challenges in Employer Engagement

1. **What are the biggest challenges you face in engaging employers?**
   (Select all that apply)
    - Lack of confidence
    - Difficulty addressing employer objections
    - Limited knowledge of employer needs
    - Insufficient communication skills
    - Lack of understanding of inclusive hiring benefits
    - Other (please specify): ______________________________
2. **How frequently do you interact with employers in your role?**
    - Daily
    - Weekly
    - Monthly
    - Rarely
3. **What strategies do you currently use to engage employers?**

Section 4: Training Expectations

Rate the following statements on a scale of 1 to 5 (1 = Strongly Disagree, 5 = Strongly Agree):

1. I expect this training to improve my confidence in employer engagement.
2. I hope to learn practical tools and techniques for addressing objections.
3. I want to gain insights into building lasting relationships with employers.
4. I expect to better understand employer needs and concerns.
5. I hope to learn how to present jobseekers effectively to employers.

Section 5: Open-Ended Questions

1. **What specific skills or knowledge do you hope to gain from this training?**
2. **Are there any particular topics you think should be included in the training?**

Section 6: Self-Assessment

Rate your current competence in the following areas on a scale of 1 to 5 (1 = Very Low, 5 = Very High):

1. Communication and negotiation skills with employers
2. Ability to identify employer needs through fact-finding
3. Skills in handling objections and resistance
4. Confidence in presenting jobseekers to employers
5. Familiarity with tools like vocational profiling and job analysis

Thank you for completing this survey!
Your responses will help us tailor the training program to meet your needs and evaluate its impact effectively.

APPENDIX TEMPLATE POST IMPACT SURVEY BEO TRAINING

Objective: This survey aims to evaluate the impact of the BEO pilot training program on enhancing employer engagement skills among Supported Employment Professionals. It assesses the quality of the training content and the progress experienced by trainees based on the principles of SUEM and SEQF.

Section 1: Participant Information

1. **Name (Optional):** _______________________________
2. **Organization:** _______________________________
3. **Role/Position:** _______________________________
4. **Years of Experience in Supported Employment:** _______________________________
5. **Country:** _______________________________

Section 2: Training Content Quality

Rate the following statements on a scale of 1 to 5 (1 = Strongly Disagree, 5 = Strongly Agree):

1. The training content was well-structured and easy to follow.
2. The training materials (presentations, worksheets, videos) were relevant and useful for employer engagement.
3. The balance between theoretical and practical components was appropriate.
4. The training aligned with the principles of the SEQF framework.
5. The modules addressed the specific challenges of employer engagement in Supported Employment.
6. The interactive activities (roleplays, group discussions) enhanced my understanding of the concepts.
7. The training provided tools and strategies that I can immediately apply in my work.
8. The trainers were knowledgeable and effectively facilitated the sessions.
9. The training promoted a growth mindset and encouraged self-reflection.
10. The training created a supportive and inclusive learning environment.

Section 3: Progress and Impact on Employer Engagement Skills

Rate the following statements on a scale of 1 to 5 (1 = Strongly Disagree, 5 = Strongly Agree):

1. I feel more confident engaging with employers after completing the training.
2. I have a better understanding of how to build relationships with employers.
3. I am more skilled in addressing employer objections and resistance.
4. I can effectively communicate the value of Supported Employment to employers.
5. I am now better equipped to organize events and initiatives for employers.
6. The training improved my ability to use tools like vocational profiling and job analysis for employer engagement.
7. I can apply the SEQF framework to evaluate and enhance my employer engagement practices.
8. I have developed measurable goals for improving my employer engagement outcomes.
9. The training helped me identify areas for further development in employer engagement.
10. Overall, I feel more prepared to advocate for my jobseekers with employers.

Section 4: Open-Ended Questions

1. **What was the most valuable aspect of the training for you?**
2. **What areas of the training could be improved?**
3. **What new skills or strategies have you already applied in your work since the training?**
4. **Are there any additional resources or support you would need to improve your employer engagement skills further?**

Section 5: Follow-Up and Future Training

Rate the following statements on a scale of 1 to 5 (1 = Strongly Disagree, 5 = Strongly Agree):

1. I would recommend this training to other Supported Employment Professionals.
2. I am interested in attending advanced or follow-up training sessions on employer engagement.
3. The portfolio assignment during the training helped me track my progress and apply my learning.

Additional Feedback:…

Thank you for your feedback! Your insights will help us refine and improve the BEO training program to better serve Supported Employment Professionals and their jobseekers.

APPENDIX 9 KEYS TO SUCCESSFUL TRAINING

BEO
BUSINESS ENGAGEMENT ODYSSEY

9 keys to successful training

CHECKLIST

Stimulate the desire to learn

- Formulate clear learning goals. What is it you want them to learn?
- Formulate the learning goals of the participants. What do they want to learn?
- What do other stakeholders want to achieve by organising this training?
- Which advantages are there for the registered participants? What are the benefits?

Take care of good learning environment

- Stimulate positive expectations
- Stimulating environment: mind, body and soul
- Create a welcoming and safe environment
- Credibility of the trainer

Give an overview first, than give details

- train with the left brain hemisphere
- train with the right brain hemisphere
- approach the content in various ways

Start with what is already known

- Which knowledge or experience do the participants have?
- Which knowledge can you build upon?

Only speak about successes

- Boost the self confidence of participants.
- Confirm.
- Appreciate and give compliments.
- Nurture high expectations. Give them opportunities to prove themselves.

Different types of learning

- 30% input
- 70% action
- Give the content, let the participants process as much as possible

Simulate the memory

- Repetition and retrieval
- Use mnemonic systems

Layered Learning

- Content: what to you want to share with the participants?
- Process: how do you want to transmit knowledge?
- Person: the way you present yourself as a trainer, with confidence and convinced.

Practice and demonstrate

- Build in repetition
- Use realistic learning activities
- Let the participants apply acquired knowledge, demonstrate their abilities.

APPLICATION

- Start with OVERVIEW of the CONTENT and the PROCES
- Survey the LEARNING GOALS of the trainees
- Aim for 30% input and 70% action
- Make use of the diferent types of learning
- Take care of the learning environment
- Let the participants show off their abilities

DESIGN

- Clear learning goals.
- Activate.
- Exposure.
- Big Picture.
- What's the scenario?
- Give the opportunity for feedback.

LOGISTICS

- A clear invitation
- Enough space
- Acoustics
- Daylight, fresh air and calm
- Seating arrangement
- Catering

APPENDIX SEQF ENGAGING EMPLOYERS		
	Criterion	Evidence
1	The organisation records details of employer contacts and contacts employers across a range of sectors to seek employment opportunities.	Electronic database/spreadsheet Individual contact sheets
2	The organisation uses a range of employer engagement techniques, including broad brush canvassing and individual targeted approaches and these are recorded.	Marketing materials Presentations Job Fairs Minutes of Meetings Electronic Discussions with staff and employers
3	The organisation provides impartial and objective information, advice and guidance to employers.	Discussions with staff and employers Presentations / training delivered Website info / leaflets Case Files
4	The organisation addresses any concerns or discrimination from employers.	Case Files Supervision notes Discussions with staff and employers. Email correspondence Presentations Minutes of Meetings
5	The organisation has a clear understanding of the local labour market.	Discussions with management and staff Case Files
6	Staff understand that employers are key customers of the service with their own business needs.	Discussions with staff and employers Presentations to employers Marketing materials and website Notes from canvassing meetings

7	The organisation dedicates time and resources for employer engagement.	Leaflets Minutes of meetings Staff calendars Discussions with staff and management Organisation Team structure Employer database
8	Employers are supported to develop inclusive recruitment and retention practices.	Reasonable adjustments to interview/application process Employer training available Support for Disability Confident accreditation Discussions with staff and employers
9	Staff can articulate the business case for employers to engage with Supported Employment.	Discussion with staff and employers Leaflets and websites.
10	Employers are supported to identify and create vacancies through job design and job carving techniques.	Discussions with staff and employers Job Descriptions Job Analysis
11	The employer engagement process is regularly reviewed and updated.	Employer Engagement Process and Procedure Minutes of Meetings Discussions with management and staff
12	Employers understand the added value and how Supported Employment can meet their business needs.	Discussions with employers Service being used as a recruitment tool by employer Employers act as ambassadors Employer Feedback
13	There is evidence that employers are using the organisation as a key tool for recruitment.	Discussions with employers Employers changing recruitment process/policy Presentations Employer Feedback
14	Employers act as ambassadors or champions for the service.	Discussions with staff, management and employers Promotional materials Forums/Events minutes

GLOSSARY

Accessible
Accessible information makes it easy for the individual to understand. Examples of making information accessible could include large print, easy-read language, pictorial signs and photographs, video presentations, and the use of coloured overlays.
Assistive technology
Technology used by individuals with disabilities to support them to carry out functions that might otherwise be difficult or impossible. Assistive technology can include personal aids as well as hardware, software, and peripherals that assist people with disabilities in accessing computers or other information technologies. In the context of employment, it can include hand-held devices that can prompt work tasks, jigs that can hold or guide materials, and equipment adapted to specific tasks.
Better off financial calculations
This is a calculation that aims to show jobseekers whether they will be better off in work than living on welfare benefits. It will take into account details of the amount of welfare benefit income and the amount of money they can earn in paid work, along with any welfare benefits they can receive when in work, and shows if they will be better off going into paid work of a variety of hours per week.
Broad Brush Employer Engagement Techniques
The broad-brush method of employer engagement focuses on engaging and with employers to understand their needs, what roles they struggle to recruit and retain. We listen to their individual needs and understand their structure and business needs. The method involves explaining the Supported Employment Model and relevant services depending on their needs, maintaining the relationship and keeping in touch.
Business Continuity Plan
Business continuity encmpasses a loosely defined set of planning, preparatory and related activities which are intended to ensure that an organisation's critical business functions will either continue to operate despite serious incidents or disasters that might otherwise have interrupted them.
Circle of support
A circle of support is the group of people who help an individual in achieving their personal goals in life. Often used in person centred planning, the circle acts as a community around that person to support the person to achieve their aspirations. This circle may include professionals.
Collaborate
Work jointly on an activity or project.
Conflict of interest
A situation where a staff member can influence a customer's options and has a vested interest in which choice he or she makes.

Consent
The giving of permission for an activity to take place.

Co-production
A relationship where professionals and individuals share power to plan, deliver and evaluate together recognising that both have vital contributions to make.
Customer
This means the jobseeker/supported employee and/or the employer.
Disclosure
Sharing of personal and possibly sensitive information.
Impartial and objective
The service is free from bias and options explored are realistic.
Induction
A formal introduction and familiarisation on entry into a position within an organisation, including people new to the organisation or new to the role within it.
Job carving
Is a term for customising job duties to create specialist job roles thus freeing up the time of specialist staff or to swap job duties to make the most of individual skills.
Job design
This is a method of developing a job with a mix of tasks/activities from those being completed within the employer organisation.
Job analysis
A process for identifying the requirements of a job role in terms of skills, attributes, and physical and mental demands. The job analysis also identifies training and induction processes and the cultural aspects of a workplace.
Jobseeker
An individual looking for a paid job in the open labour market.
Key Performance Indicators (KPIs)
A means of determining the success or failure of a process by measuring the outputs or outcomes achieved.
Leaders
Those people who have responsibility to lead the strategic direction and development of the organisation.
Methods
Methods are how things are done.

Mission	A mission statement is a statement of the purpose of a company, organisation or person; its reason for existing a written declaration of an organisations' score purpose and focus that normally remains unchanged over time.
Natural supports	Support that is offered by co-workers at the workplace.
Observed practice	A process for managers to directly view the service offered by staff. It is used periodically to check the quality of service provision, identify workforce training needs, identify best practice, and provide opportunities for reflective practice.
Organisation	Organisation in the context of SEQF is about the Supported Employment service. This could be a whole organisation or a department within a bigger organisation.
Partners	Partners may refer to external organisations that support the service delivery. The service may have a Service Level Agreement (SLA) with its partners. Partners may support the service in other ways (e.g., signposting to/from referrals).
Partnerships	Groups of partners and/or networks that come together to provide complementary services that enhance the overall provision to customers.
Policies	An overview and summary of the approach (may be in writing) taken to address the issue in question. A policy defines why a particular approach is taken.
Procedures	A description (may be in writing) of how an activity will take place.
Processes	A description of related activities to achieve a certain outcome, usually in writing although they may be informally agreed. Processes may be written up as a set of standard operating procedures.
Protocol	A system of rules that explain the correct conduct and procedures to follow in formal situations.
Quality Assurance	The process of systematically monitoring and evaluating the various aspects fot he service to ensure that standards of quality are being met.

Reasonable adjustment
Reasonable adjustments/accommodations are changes that organisations, people providing services, or people providing public functions have to make for someone who is disabled. They must make these changes to prevent the disability putting that person at a disadvantage compared with others who are not disabled.
Resources
Resources are staff, equipment, ICT, premises, materials and systems.
Risk Management
The coninuing process to identify, analyse and evaluate risks within the organisation and take measures to mitigate the risks. The primary goal of risk management is to ensure that an organisation achieves its objectives while minimizing the effects of uncertainties.
SMART
Specific, Measurable, Achievable, Relevant and Timebound
Stakeholders
Individuals, groups and organisations who are interested in the work of the Supported Employment organisation. When we refer to stakeholders, we include customers as part of the definition.
Supervision
The primary functions of supervision are: administrative case management; reflecting on and learning from practice; personal support; professional development; and mediation, in which the supervisor acts as a bridge between the individual staff member and the organisation they work for.
Targeted Employer Engagement Techniques
These techniques are informed by local labour market information and knowledge of jobseeker's needs (Vocational Profile). Leads are followed up from various opportunities and existing employer relationships are maintained and developed. The conversation is with the employer about a particular jobseeker and/or role.
Vision
Vision statement communicates the organisation's reason for being and how it aspires to serve its key stakeholders. The statement is a future-oriented declaration of the organisation's purpose and aspirations.
Vocational profile
A holistic record of an individual's experience, skills, abilities, interests, wishes and needs. The profile should be regularly updated and be co-produced with the jobseeker. Vocational profiling is an active process that involves gathering information from records and from direct observation of the individual in different settings. It should include the views of the individual's circle of support where consent is given for this to be sought.

Zero rejection
Part of the underlying philosophy of Supported Employment, this means that anyone who wishes to work can work, provided the correct level of support is available. It stems from a rejection of assessments in the past that categorised people into those who could or could not work without taking into account effective job match, task teaching and support.

SOURCES

- Good Practice Guide: www.a4se.eu
- European Guidelines How To Organise Events: https://www.i-sme.eu/