

Introduction to

Job Coach



Introduction to

Job Coach

Promoting Sustainable Employment
of Persons with Disabilities

HIROSHI OGAWA

Daisuke Sakai . Yeo Swee Lan . Kenji Kuno

MPH
PUBLISHING



Published by
MPH Group Publishing Sdn Bhd
Lot 1, 1st Floor, Bangunan TH, No. 5 Jalan Bersatu 13/4
46200 Petaling Jaya, Selangor, Malaysia
email: mphpublishing@mph.com.my

Distributed by
MPH Distributors Sdn Bhd
Ground Floor, Bangunan TH, No. 5 Jalan Bersatu 13/4
46200 Petaling Jaya, Selangor, Malaysia
email: distributors@mph.com.my

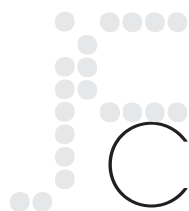
MPH Distributors (S) Pte Ltd
No. 12 Tagore Drive, Habitat Warehouse, Singapore 787621
email: sales@mph.com.sg

Copyright © 2012 Hiroshi Ogawa / Daisuke Sakai / Yeo Swee Lan /
Kenji Kuno

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means,
electronic, mechanical, photocopying, recording or otherwise, without
the prior permission of the publisher.

Perpustakaan Negara Malaysia Cataloguing-in-Publication Data

Printed by
MPH Group Printing (M) Sdn Bhd
No. 31 Jalan 2/148A
Taman Sungei Besi Industrial Park
57100 Kuala Lumpur, Malaysia



Contents

► CHAPTER 1	1
□ Introduction to Disability, Supported Employment and Job Coach	
Introduction	2
What Disability Is	2
Solving Disability: Twin-Track Approach	5
Supported Employment	8
Job Coach	11
Conclusion	15
► CHAPTER 2	19
□ An Introduction to Job Coach	
Introduction	20
Process of Job Coach Support:	25
Assessment to Job Matching	
Support at Workplace: Natural Support and Teaching Skill	37
Fading, Follow-up and Job Coach	47
► CHAPTER 3	57
□ Job Coach: Experience in Malaysia	
Introduction	58
Steven and His Work at a Factory Canteen	60
Aslam and His Work at a Giant Hypermarket	65
Conclusion	72
POSTSCRIPT	75
APPENDIX	77
ABOUT THE AUTHORS	89



Preface

This is the third book of a series on Supported Employment and Job Coach. This Job Coach Book series is published as part of the Project to Support Participation of Persons with Disabilities (PWDs) implemented by the Department of Social Welfare, Ministry of Women, Family and Community Development of Malaysia and the Japan International Cooperation Agency (JICA). This project aims to promote the participation and inclusion of all PWDs, especially in the aspect of employment.

Supported Employment is an innovative approach which shifts the paradigm of employment support for the PWDs to a new era. It promotes open and competitive employment for the PWDs rather than a separated and protected form of employment such as sheltered workshops, by providing appropriate supports and services for the employers and the PWDs. It has been implemented since the 1980s in the US, Europe and Japan, and very recently in Malaysia. The Job Coach plays a key role in this approach by applying various professional skills and approaches, such as assessment, Task Analysis, Job Duty Analysis and Systematic Instruction.

Job Coach Network Malaysia, which is a network among Job Coaches in Malaysia, was formed in 2006 as a part of the project. It also developed a website (www.jobcoachmalaysia.com). A variety of information, including seminar proceedings and pamphlets, are available from this website. Please do visit.

The main author of this book, Prof. Hiroshi Ogawa, is the key resource person on Supported Employment and Job Coach in the project. He kindly agreed to publish his original work of a textbook on Job Coach (Introductory Level) as a main part of this book. The other authors are also experienced Job Coach trainers in Japan and Malaysia who made a commitment and devotion to the implementation of Supported Employment and Job Coach in Malaysia.

This book is a revised version of *Job Coach: A New Approach to Promote Employment of Persons with Disabilities* published by Utusan Publications & Distributions Sdn Bhd in 2011. This book consists of three sections. Chapter 1 is an introduction on disability and alternative approach to disability, i.e. Social Model of disability and twin-track approach, in which are the conceptual foundations of Supported Employment and Job Coach. Chapter 2 is a modified version of a Japanese textbook of an introductory training course for Job Coach. This course was modified and adopted in Malaysia as a regular training course at the Training Institute of National Council of Welfare and Social Development of Malaysia and Institut Sosial Malaysia of the Ministry of Women, Family and Community Development. Chapter 3 is a sharing of experience of Job Coaches in Malaysia from two different perspectives: the PWD's, and the Job Coach's perspective. The Job Coach Programme established by Social Welfare Department in 2011, which includes the payment for Job Coach services is explained in this book.

I truly hope that this book will provide useful information and ideas on Supported Employment and Job Coach. I also welcome comments and suggestions.

You may contact the project at:

The Project to Support Participation of PWDs
Department for Development of Persons with Disabilities,
Department of Social Welfare,
Ministry of Women, Family & Community Development,
6th floor, No. 55, Persiaran Perdana, Presint 4, 62100 Putrajaya
General Line : 03-83231000 Fax : 03-83232063
Website: www.jkm.gov.my

Japan International Cooperation Agency (JICA)
Suite 29.03, Level 29, Menara Citibank, 165 Jalan Ampang
50450 Kuala Lumpur, Malaysia
Tel: 03-2166 8900 Fax: 03-2166 5900
www.jica.go.jp

I believe the essential element in working on disability is SPICE (Social Participation, Inclusion in the Community, and Empowerment of ALL PWDs), just as spices are essential to cooking a delicious curry! So, let's SPICE up our work on disability together!

1 March 2012

Kenji Kuno

Senior Advisor (Social Welfare), Japan International
Cooperation Agency, JICA

Chapter 1

Introduction to Disability, Supported Employment and Job Coach

Kenji Kuno · Daisuke Sakai

This section gives a basic introduction to disability, Supported Employment and Job Coach. It contains a new definition of disability which is adopted in the Persons with Disabilities Act (2008) of Malaysia, and a new concept and approach to realise full participation and equal opportunity of all Person with Disabilities (PWDs), i.e. the twin-track approach. This section also explains basic principles of Supported Employment and Job Coach by looking at their key concepts.

:: Introduction

What is disability? What difficulties do PWDs face in everyday life? How can we solve these issues? And what can we do to support them? These are the questions we need to answer, not by words but by our actions. The authors of this book would like to answer these questions in relation to the employment of the PWDs. The answers are Supported Employment and Job Coach. This chapter briefly introduces Supported Employment and Job Coach, and conceptual foundations of the Social Model of disability as a new perspective on disability and twin-track approach as a strategic framework of action on disability.

:: 1. What Disability Is

If you are asked “what is disability?”, how would you answer? Can you give a short answer to this question? Figure 1 on this page might help you to think of an answer. If you have thought about it, look at Figure 2 on page 3. This second illustration might give you some other ideas about disability.



Figure 1: What is disability? © CBR-DTC

Disability is often referred to as a malfunction or incapability of an individual, such as the inability to see, hear or walk. However, what does the second illustration tell you? Is disability merely a functional problem or something more than that?

Here is another simple question. Do you have a friend who is a PWD? According to the United Nations, at least one in ten of the population are PWDs. Statistically, if you have ten friends, you should have at least one friend with a disability. Do you? Unfortunately, many people do not have even one friend with a disability, even among more than twenty or thirty of their friends. Why is it so? Do PWDs live only overseas or in remote areas in the jungle where we do not go to? Why do PWDs not participate equally in society as you do, or why can't they?

Disability is not a mere functional problem of individuals; it is an issue in terms of their living and life. Disability is the restriction of participation and inequality in opportunities in various aspects of their living, e.g. attending school, gaining employment and using public transport to go shopping. The true nature of disability is the social exclusion and inequality imposed upon them by society.

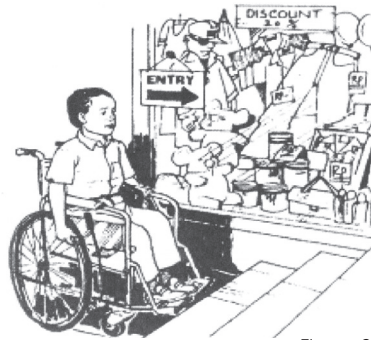


Figure 2:
What is disability?
And where is disability?
© CBR-DTC

This perspective on disability, i.e. understanding disability as social exclusion and participation restriction which are constructed by society, is known as the Social Model of Disability¹. This new perspective and paradigm on disability is adopted as a foundation of the most important international framework on disability, the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD), adopted by the UN in 2006, and which came into force in 2008. Similarly, our first comprehensive act on disability in Malaysia, Persons with Disabilities Act 2008 (Act 685), takes this new perspective as a foundation of the act.

Disability:

... results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.

Source: United Nations, Convention on the Rights of Persons With Disabilities²

Disability:

... results from the interaction between persons with disabilities and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with persons without disabilities.

Source: Malaysian Government, PWDs Act 2008³

:: 2. Solving Disability: Twin-Track Approach

What should we do, and how if disability is not merely individuals' functional limitation but socially constructed inequality, social exclusion and participation restriction? The twin-track approach is the strategic framework to deal with issues in this sense of disability⁴.

Let us reconsider the two questions to explore the meaning of twin-track approach. Figures 3 and 4 are Kanji or Japanese characters. As you might know, Kanji is an ideogram which was originally derived from pictograms, i.e., a drawing of an object which gradually became the character to refer to that object. For example, 'river' in Kanji is three vertical lines which look like streams of water (Figure 3). So, can you guess the meaning of Figure 4? A clue is that the centre of the character " 困 " is 'tree'. Figure 4 shows a tree (木) trapped within a frame (口); therefore the tree cannot grow, i.e., it is 'troubled'. How do we solve this troubled situation and help the 木 (tree) to grow?

One approach is for the tree to become strong enough to break out of the frame by itself, or for someone to support the tree to become strong. This is called empowerment. Another approach is for someone else to remove the frame, i.e. remove all the barriers which hinder the tree's growth. This is called enablement. With both of these in place, the tree can finally grow out of the box and develop. As you would have already figured out, the tree refers to PWDs, and the frame to society. The twin-track approach pursues

both empowerment and enablement to solve the troubled situation of PWDs in society.



Figure 3: 'River' in Kanji



Figure 4: What does this mean?

It may be easier to understand what to do in terms of empowerment. Empowerment has three different components based on three theoretical differences of the meaning of power. The first meaning of empowerment is to gain ability in terms of individuals' skills such as reading or writing. The second meaning is developing power in terms of decision making in both individual and societal spheres. The last meaning is to have critical consciousness to make the individual an agent of change to develop a better and equal society.

It may be slightly difficult to have concrete ideas as to what to do in terms of enablement. Let us explore another figure to discover its meaning.

In the field of disability, a society where everyone has equal opportunities to participate in is called a barrier-free society. A barrier-free society where there are no barriers to hinder equal participation can be schematised as a flat horizontal line. However, in real society, many

barriers hinder their full participation. Such barriers can be categorised into two types (Figure 5). One is a barrier that 'exists', for instance, steps and stairs which wheelchair users cannot climb, negative attitudes towards the PWDs, or discriminating rules and regulations to restrict usage of services according to functional levels of individuals (No. 1 in Figure 5).

Another is a barrier that 'lacks'. Lack of services needed by PWDs to the extent of becoming a barrier to participate in society (No. 2 in Figure 5). For instance, the lack of sign language interpreters hinders participation of Deaf people; and lack of the Braille publishing service deprives equal access to information for the blind. Breaking 'existing' barriers is not enough to realise a barrier-free society. Creating services is equally essential to realise a barrier-free society. Supported Employment and Job Coach are vital services in the field of employment support for PWDs, especially for those with severe disabilities.

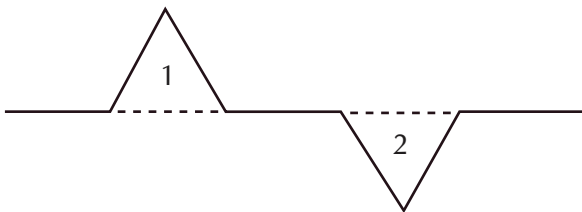


Figure 5: Barrier-free society and 2 types of barriers

:: 3. Supported Employment

Supported Employment = Paid Employment with On-going Support in Integrated Work Site

Supported Employment is the concept and approach to promote employment of PWDs in open employment by providing necessary support. It was developed based on the understanding that the employment opportunities for PWDs have been limited in the form of sheltered workshops, even though many of them have the potential to work in open and competitive employment with reasonable accommodation and support.

Supported Employment was initiated in the 1980s in the United States, and adopted by various countries as a new approach to promote employment of PWDs. As shown above, Supported Employment has three key components: paid employment, on-going support, and integrated work sites.

Paid employment: PWDs should receive the same wages and benefits as other employees in similar employment. They should have not only equal opportunities in employment but also equal benefits.

On-going support: Provision of on-going support for both PWDs and employers to retain employment is one of the important features of Supported Employment.

Integrated work sites: Inclusion and integration are the key features of Supported Employment. PWDs should be placed in the same work site with others.

Supported Employment aims to promote not only financial independence of PWDs but also their participation and self-actualisation in the aspect of employment.

□ **Supported Employment**

Supported Employment facilitates competitive work in integrated work settings for individuals with the most severe disabilities (i.e. psychiatric, mental retardation*, learning disabilities and traumatic brain injury) for whom competitive employment has not traditionally occurred, and who, because of the nature and severity of their disability, need on-going support services in order to perform their job. Supported Employment provides assistance such as Job Coaches, transport, assistive technology, specialised job training and individually tailored supervision.

Source: Department of Labour, cited in State of Maine⁵

** The terms 'psychiatric' and 'mental retardation' have recently been deemed as inappropriate expressions and their use is not recommended. Instead, 'psycho-social' and 'intellectual disabilities, learning difficulties, developmental disability or learning disability' are recommended.*

□ **Supported Employment Model and Readiness Model**

The Supported Employment approach is different from the traditional approach in employment, alternatively known as readiness approach or readiness model.

	Supported Employment Model	Readiness Model
Focus	Ability	Inability
Process	Employment + Support	Training → Employment
Service	Support	Training
Recipient	Company & PWDs	PWDs only
Model of Disability	Social Model	Individual Model

Supported Employment focuses on the abilities of individuals (i.e. what they can do), rather than disabilities (i.e. what they cannot do) in order to find a job suited to their abilities. The key element in the process of Supported Employment is to provide support to both the PWDs and companies which includes changing the working environment and creating a supportive atmosphere in the company, rather than mere training for PWDs. A Job Coach plays a key role in implementing Supported Employment.

:: 4. Job Coach

Job Coach = Bridge
Job Coach is not a 'coach'

A Job Coach is a key player in Supported Employment. He/ She is not a coach in the narrow sense such as a trainer for PWDs. The role of the Job Coach is to be a bridge or intermediary to connect PWDs and companies by providing support for both throughout the process of employment. Some regard the Job Coach as a temporal interpreter to connect PWDs and companies.

□ **Process of Supported Employment**

Supported Employment undergoes the following process:

Assessment of PWDs: Evaluate and understand a person's preferences, abilities and difficulties.

Finding Workplace: Find an appropriate job and work place for PWDs in view of their preference, abilities and difficulties.

Assessment of Workplace: Evaluate both Physical and Human Environments at workplace.

Job Matching: Not simply a match, but adjusting working conditions and restructuring job duties.

Intensive Support: Make a support plan and provide support for both PWDs and employers/colleagues by using various professional skills, such as Systematic Instructions.

Natural Support and Fading: Create a supportive atmosphere among colleagues for PWDs as the Job Coach gradually fades out of intensive support.

Follow up: Monitor and support to enable PWDs to retain the job.

The above is a conceptual process of Supported Employment, although these steps may vary and overlap in actual practice. Natural Support is one of the most important processes, and it must be borne in mind as an important milestone to realise employment of PWDs from the beginning of the process of intervention.

□ **Natural Support**

Natural Supports are support from supervisors and co-workers, such as mentoring, friendships, socialising at breaks and/or after work, providing feedback on job performance, or learning a new skill together at the invitation of a supervisor or co-workers. These Natural Supports are particularly effective because they enhance the social integration between the employee with a disability and his/her co-workers and supervisor. In addition, Natural Supports may be more permanent, consistently and readily available, thereby facilitating long-term job retention.

Source: Department of Labour, cited in State of Maine ⁵

□ **Skills of Job Coach**

A Job Coach must have a set of knowledge and skills as a professional to precede the aforementioned process of Supported Employment. Details of these skills are explained in Chapter 2.

Assessment: Assessment of PWDs and the Workplace environment (physical and human aspects).

Negotiation/Communication Skill: Developing rapport with employers.

Job Duty Analysis: Breaking down the entire process of work with required actions, performance, manners and schedule.

Task Analysis: Breaking down each task into small steps to teach PWDs.

Job Matching: Modification of works and tasks.

Systematic Instruction: Easy-to-understand gradual teaching method (Four Levels of Instruction).

□ **Becoming a Job Coach**

The Project to Support Participation of PWDs in Malaysia conducts two levels of training courses: Introductory (3 days) and Basic (5 days). Several other non-governmental organisations also provide training courses. Updated information on these training courses may be obtained from the project or from www.jobcoachmalaysia.com.

□ **Additional Information For Employers**

Employers are eligible to apply grant for Job Coach services to support employees with disabilities from the Human Resource Development Fund (HRDF). Please refer: Employers Circular No. 3/2010 at www.hrdf.com.my. Employer may also apply grant for Job Coach Training causes under the SBL Scheme.

Employers who employ PWDs are also entitled to claim double income tax deduction and other deductions. Please refer: Income Tax Act 1967, P.U. (A) 73/1982, 61/1992, and sub-section 34(6) (e & n).

□ **For PWDs**

Employees with disabilities earning less than RM1,200 per month are entitled to receive an allowance (Elaun Pekerja Cacat: EPC) of RM300.00 per month from the Department of Social Welfare.

□ **For Job Coaches**

Social Welfare Department offers allowance for Job Coaches who provide support services for PWDs in employment. Please refer to Appendix.

:: Conclusion

The true nature of disability is not merely the individual's functional limitations. Disability is social exclusion and participation restriction which are socially constructed and imposed upon PWDs in various spheres of their life. PWDs are neither less-able nor incapable, but dis-abled by the society which has less consideration for people who have functional differences.

In order to solve this disability, the twin-track approach was conceptualised and applied as a strategic framework. It takes both 'enablement' (creation of barrier-free environment and inclusive society to ensure equal participation of PWDs) and 'empowerment' of PWDs (support PWDs to gain and develop power in terms of knowledge and skill development, decision making, and most importantly, critical consciousness or conscientisation to become an agent of change).

Supported Employment is a practical approach to realise participation and equal opportunities for PWDs in the field of employment, especially for those with severe disabilities. It promotes employment for PWDs in paid employment with on-going support in an integrated work site. A Job Coach is a key professional who promotes such employment by providing support not only to PWDs but also to employers and co-workers by utilising various skills such as assessment, Task Analysis, Job Duty Analysis and Systematic Instructions.

Supported Employment is a paradigm shift on employment support of PWDs. It shifts the intervention from a 'traditional deficit thinking' approach which focuses on the inability of individuals and tries to compensate for the shortcomings of individuals by training PWDs to 'break through thinking' approach which focuses on the ability of individuals. It also tries to match individuals to the most appropriate work with necessary modifications of job duties and provision of support.

□ Cited References

- 1) Carr, Liz, Paul Darke and Kenji Kuno (2008) Training Them and Us, Utusan Publications, Kuala Lumpur (Parts of this book may be downloaded free from the Disability Equality Training Forum's website at www.dettforum.com)
- 2) United Nations (2006) Convention on the Rights of Persons with Disabilities
- 3) Malaysian Government (2008) Persons with Disabilities Act 2008 (Act 685), PNMB, Kuala Lumpur
- 4) Foundation for Advanced Studies on International Development (2010) Capacity Development in Disability and Development for CLMV Government Officers: 2007-2010, Author, Tokyo
- 5) State of Maine (2008) Supported Employment (www.maine.gov/dhhs/.../DS/supports.../support-employment-dfinitions.pdf, accessed on 25 January 2011)

□ **References**

- 1) Japan Organisation for Employment of the Elderly and Persons with Disabilities (2009) Employment Guide for Employers and Persons with Disabilities: Supporting the Employment of Persons with Disabilities, Author, Tokyo
- 2) Ogawa, Hiroshi (2004) Job Coach Nyumon [Introduction to Job Coach: For the Employment of Persons with Severe Disabilities], Tsutsui-Syobo, Tokyo

Chapter 2

An Introduction to Job Coach

Hiroshi Ogawa

This section is a modified version of Job Coach Introductory course textbook, developed by Professor Hiroshi Ogawa and used by the Job Coach Network Japan. Several sections in the original version that contain Japanese-related information were modified to suit the Malaysian context.

:: 1. Introduction

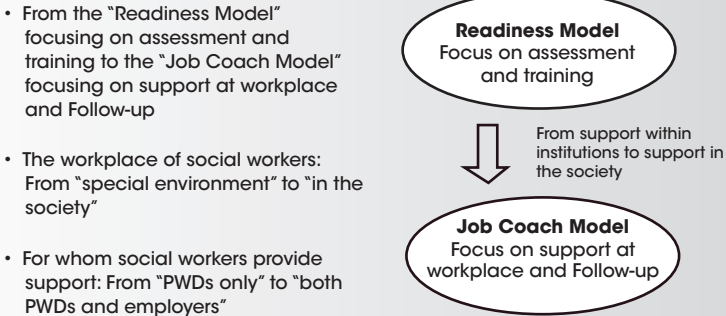
□ The Origin of the Job Coach Approach

- In the United States, Supported Employment was institutionalised under the amended Rehabilitation Act. This move has allowed the use of public funds for support provided by Job Coaches.
- There is no qualification system for a Job Coach even in the United States.
- Many Job Coaches belong to NPOs undertake jobs commissioned by Vocational Rehabilitation Organisations of each state.

Job Coaches originated in the United States. Supported Employment was institutionalised under the amended Rehabilitation Act 1986. This move has allowed the use of public vocational rehabilitation funds for the Job Coach service provided by non-profit organisations (NPOs) contracted with the state government (State Rehabilitation Department) for the cases commissioned by the state government.

The qualification system for a Job Coach has not been introduced yet even in the United States. Training for persons who are currently working as Job Coaches is actively conducted by institutions such as universities and NPOs. There is a higher level qualification, Certified Rehabilitation Counsellor (CRC), and some of those who desire to improve themselves aim to obtain the CRC qualification after accumulating experience as a Job Coach.

❑ **Paradigm Shift made by the Job Coach Model**



There is a type of support called Readiness Model. Under this model, vocationally weak points are identified through job assessment; vocational readiness is enhanced through pre-employment training; employment is achieved through job placement; and short-term Follow-up is provided.

Meanwhile, there is another type of support called Job Coach Model or Supported Employment model. Under this concept, aptitude is assessed through simple assessment; assessment and Job Matching are conducted through practical training at the workplace; continuous employment is established through various forms of support provided by a Job Coach at the workplace; and subsequent Follow-ups. With the birth of the Job Coach Model, support by social workers was transformed from a closed environment that is provided only for PWDs within welfare institutions/centres to an open environment for both PWDs and employers in the real world (workplace).

■ **Roles of a Job Coach**

- Work and roles of Job Coaches vary depending on the organisation they belong to.
- The elements listed in the right column are required for achievement of successful results in the Job Coach approach.
- In some cases, a Job Coach takes all the roles alone while in other cases, experienced and new Job Coaches or full-time and part-time Job Coaches share the roles

Assessment

Finding Workplace

Job Matching

Job Support

Social Skill Support

Natural Support

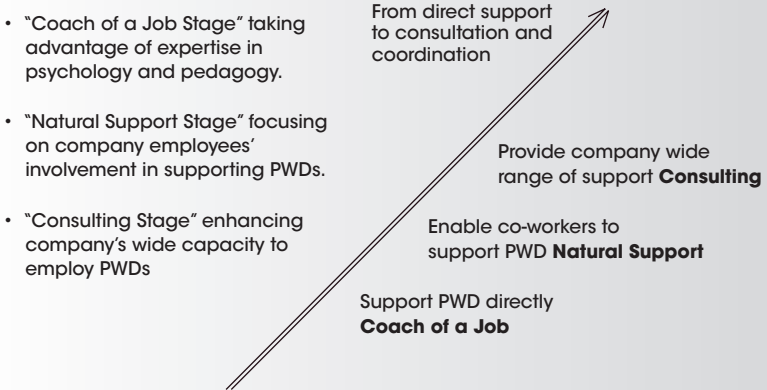
Follow-up

Coordination with Relevant Organisation

People tend to think that the role of a Job Coach is just a coach (or instructor) of a job. However, that is only a part of a Job Coach’s wide range of roles.

The role of a Job Coach is changing from ‘just enabling PWDs to work’ to ‘providing continuous support to both PWDs and employers with the aim of stable employment’. From the overview of various Job Coaches in Japan, some of them are positioned as a person who teaches work. It is important to have the correct image of a Job Coach, which is a person in charge of a series of supports, ranging from assessment to Follow-up.

□ Transition in Job Coach Support



Job Coaches originally started with the idea that even persons with severe disabilities can work. This was shared by people in the psychological and pedagogical fields when they taught the PWDs work at the workplace using a psychology of learning technique and found that the PWDs were able to work beyond their expectations.

After a certain period of time, however, the workplaces where the Job Coach served as the main instructor of the work experienced many problems after the Job Coach left. It was because PWDs and employers did not have enough capacity to cope with the changes in the workplace as both parties were too dependent on the Job Coach. Thereafter, the importance of company employees' involvement in supporting PWDs was recognised. The concept of minimising direct support of the Job Coach and placing focus on Natural Support became dominant.

Currently, Job Coaches perform a wider range of roles and some of them even provide consultation services on issues such as facilitation and management of employment of PWDs as well as employee training. We cannot have a stereotypical idea of the exact type of Job Coach as the role of a Job Coach varies according to the location (rural or urban area) and the size or role of the organisation.

❑ **Various Duties of the Job Coach**

Examples of Work done by Job Coach

- Responds to a consultation by large companies and supports them in a special subsidiary that employs 10 PWDs.
- Supports a PWD to be employed by a factory.
- Acquires a cleaning contract and cleans up public facilities together with a few PWDs.

Starting as a mere 'coach' of a 'job', a Job Coach continues to develop into various functions including those who consult with large companies.

However, the spirit and methodology adopted by Job Coaches remain the same.

The Job Coach is a person who values the PWDs' work in society, carefully links people and work, makes negotiations to enable PWDs to earn a reasonable income, and supports companies to enhance their capacity to employ PWDs.

:: 2. Process of Job Coach Support: Assessment to Job Matching

□ Process in Job Coach Support

1. Assessment of PWDs
2. Finding workplace
3. Assessment of Workplace environment
4. Job Matching
5. Intensive support at workplace
6. Employment contract
7. Continual support at workplace
8. Fading
9. Follow-up



In the support provided by a Job Coach, focus is generally placed on 'Intensive support at workplace'. However, it is important to see the whole process ranging from 1 to 9 as a package. In fact, 'Intensive support at workplace' is one of the most important processes that characterises the support of a Job Coach, but successful results are hardly achieved simply by implementing that particular process only. It is essential to transform the whole employment support process covering assessment to Follow-up based on the precondition that a Job Coach provides intensive support at the workplace. The Job Coach is a key to change the employment support process fundamentally.

□ **Assessment Models**

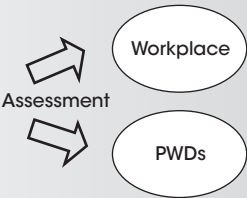
Assessment under Readiness Model

- There is a tendency to assess PWDs only.



Assessment under Job Coach Model

- Focus is placed on both "PWDs" and "workplace"
- Objective of assessment is to gather information for Job Matching.



Assessment under the conventional Readiness Model is based on the assumption that those who are assessed are mainly persons with physical disabilities and thus it tends to focus on persons with disabilities only. The major methods used under this type of assessment include interviews, psychological tests, work tests and work samples, which are usually conducted within rehabilitation centres and welfare institutions.

The important point for assessment under the Job Coach Model is to assess both PWDs and workplaces. Two objectives for these assessments are: to prepare Job Matching, and to prepare a support plan.

□ Job Matching

- Job Matching is making the best match between characteristics of PWDs and characteristics of work
- Conventionally, Job Matching used to be carried out at the stage of job placement. With the intervention of the Job Coach at the workplace, more detailed matching is made possible through assessment.
- Success of a Job Coach's performance that depends on Job Matching increases by more than 50%.

Job Matching is broadly divided into four stages. The first stage is the matching of job vacancy information and job seeker during the job placement stage.

The second stage is the interview with the company. Detailed discussions and negotiations take place during the interview, but persons with not-so-visible disabilities such as intellectual or psycho-social disabilities or higher brain dysfunction may have certain limits as negotiations and discussions are conducted mainly through oral communication and impressions.

The third stage is negotiation and adjustment through pre-employment practical training. Job Matching through concrete experience is possible as a wider range of practical training systems, including trial employment and pre-employment support by the Job Coach, is available now.

The fourth stage is continuous adjustment of the matching after employment. It is necessary to observe changes in situations such as Human Environment, requirement level and motivation of PWDs and make necessary alterations or modifications to the matching.

□ Basic Process of Assessment

1. Gathering basic information
 - Interview
 - Referral in writing
2. Observation of PWDs' work
 - Real work observation
 - Various tasks
3. Behaviour observation at work
 - Practice for assessment
 - Behaviour observation
 - Assessment
4. Finding workplace
 - Decide workplaces
5. On-site practical training for Job Coach
 - Assessment of the company
 - Assessment of the workplace
 - Assessment of jobs
 -
6. On-site training and assessment
 - Trial employment and Job Coach
 - Assessment for Job Matching

For observation of a PWD's work, observe how the PWD works at the sheltered workshop, or preparatory vocational training at a centre. If possible, it would be better to carry out this observation not only for a single type of work but for multiple types.

The objective of behaviour observation at the actual workplace should be limited to assessment. Through practical training for assessment conducted for a limited period of time, a Job Coach will observe the characteristics of the PWD's behaviour, vocational aptitude and the kind of support required in teaching the PWD the actual work.

Once the workplace has been decided, the Job Coach enters the workplace and experiences the actual work for 2 to 3 days before the PWD starts working in order to assess the workplace. At the same time, the Job

Coach gathers information ranging from general issues such as the company's attitude towards employment of PWDs and corporate culture to physical and Human Environment at the workplace and the work that will be assigned to the PWD.

Recently, a system has been set up to check the final matching through trial employment and Job Coach service. The Job Coach makes adjustments for Job Matching through close communication with the employers.

□ Behaviour Observation at Actual Workplace

Ability and Aptitude

Physical strength, endurance, heavy work, delicate work, accuracy, speed, judgment and applied skill, etc.

Learning type

Experience and knowledge, aptitude, memory and applied skill

Environment interaction

Noise, temperature, smell, odour, superior, colleagues, male, female, gentleness, strictness, intensity of interpersonal contact



The behaviour of persons with learning or psycho-social disabilities or higher brain dysfunction may differ remarkably, depending on the surrounding environment.

Before starting the job search, it is necessary for PWDs to undertake at least one or two sessions of practical training at the actual workplace for assessment. During this time, a Job Coach needs to be with the PWD to observe his/her characteristics. It is advisable to have such a practical training for assessment for at least 2 weeks in order to know the condition of the PWD both in the initial tense situation and in a less tense and relaxed situation.

The practical training for assessment conducted is meaningless if everything is left to the company and the Job Coach does not observe the conditions at the workplace. It is not practical training solely for the PWD to experience the work; it is also for assessment purposes. Therefore, the Job Coach should commit himself/herself to

accompanying the PWD during the training to observe the characteristics of the PWD in the actual environment while providing support.

❑ **On-site Practical Training for Job Coach**

Physical Environment

Large or small workplace, types of stimulus from the environment

Human Environment

Employee structure, full-time and part-time, instruction structure, key person

Work

Job Duty Analysis, Task Analysis and requirement level



Once the workplace of the PWD has been confirmed, the Job Coach enters the workplace and experiences the actual work in order to gather information on the workplace before the PWD begins practical training. The Job Coach will not have time for assessment once the PWD's practical training starts. It is therefore advisable to fix a period of 2 to 3 days exclusively for workplace assessment, if possible, prior to the PWD's practical training.

The most important thing for assessment is usually how the Job Coach feels (example: warm, cold, relaxed or tense). It is difficult to express these kinds of senses or feelings based on a certain standard, but these are actually elements that may affect some PWDs. It is therefore necessary for Job Coaches to further develop the sensory assessment skills.

At the same time, it is also important to gather information from an objective standpoint to avoid being too dependent on senses and to conduct an efficient assessment. The Job Coach should learn information gathering and organising information methods such as drawing of a workplace map for information on physical and Human Environment as well as preparation of Job Duty Analysis and Task Analysis for information on the work.

▣ **Job Duty Analysis**

Rough analysis of job flow for a day

Prepare a list that briefly describes the work contents, location, tools and notes.

The analysis is carried out so that:

Co-workers who provide support and PWD can understand the work flow

- 8:45** **Punch the time card.**
- Put on uniform in the changing room**
- 9:00** **Clean dining hall (pail, cloth and vacuum cleaner)**
- 11:00** **Rest**
- 11:15** **Clean office (vacuum cleaner, pail, cloth and detergent**
- 12:30** **Lunch at the canteen**
- 13:30** **Wash work gloves and uniform**
- 14:00** **Remove burrs (work gloves and towel)**
- 15:30** **Rest**
- 15:45** **Remove burrs (work gloves and towel)**
- 17:30** **Change in the changing room; Punch the time card.**

Job Duty Analysis (summary) at a factory

Job Duty Analysis and Task Analysis are used by the Job Coach to gather and organise information on work. It may help the PWD to better understand by having the Job Duty Analysis and Task Analysis on a single piece of paper.

Job Duty Analysis shows the rough job flow of a day. The Job Coach prepares the Job Duty Analysis first, and then the Task Analysis for each job procedure.

The Job Coach prepares the Job Duty Analysis as part of the preparations for support. It is provided for the PWD to have a clear perception of the job flow. Providing a Job Duty Analysis that PWD can understand prior to practical training may ease his/her anxiety and stress.

□ Task Analysis

- Description of job procedure that is divided into small units of action and arranged in a time line
- Analysis necessary to lead to independence at work with consistent procedure, same wording and minimum instruction

- 1. Turn on the power.**
- 2. Open the cover.**
- 3. Put in the green hose.**
- 4 Fill with water up to the line.**
- 5. Remove the green hose.**
- 6. Put in work gloves.**
- 7. Put in 3 cups of detergent.**
- 8. Set the programme.**
- 9. Press the start button.**
- 10. Set the timer.**

Task Analysis for washing work gloves with a washing machine,

Task Analysis is the job procedure divided into small units of action. It is useful not only for work but also for social skill support such as commuting procedures and use of the company canteen during lunch time.

There are four key points in the preparation of Task Analysis. One sentence should include only one action, and long sentences such as “do XXX and then do XXX” should be avoided. Name the objects and actions. Use simple words. Do not include detailed instructions that might confuse the PWD. Actions and samples used when teaching the PWD the actual work are more effective teaching methods.

□ **Negotiation and Adjustment during Job Matching**

Adjustment of working conditions

- Status, work hours, wage, etc.

Adjustment (redesign) of job description

- Remove the part of the job which PWD is not good at.
- Replace with work that PWD is good at.
- Create work which PWD is good at.



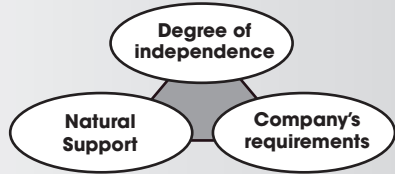
Through the practical training, the Job Coach makes a final negotiation and adjustment of the tasks and work environment with the employer to create a good Job Match. Job Matching at this stage means an overall match that covers not only jobs which will be assigned to the PWD but also working conditions and requirement level.

The role in Job Matching is limited if the PWD has to be placed in the existing framework of the company without any negotiation or adjustment. The Job Coach should seek to negotiate with the employer to modify the job assigned and work environment if necessary.

Special subsidiary is a workplace set up by a company with working conditions and job descriptions that are modified to suit the condition of PWDs so that a multiple number of PWDs can work at ease. Whether it is the employment of a single PWD or setting up of a special subsidiary, modification and adjustment have to be considered for successful Job Matching.

□ **Support Plan**

1. Have an image of the situation the PWDs will work in after the Job Coach fades out from the workplace.
2. Share the image among the PWDs, company and Job Coach.
3. Based on these 3 elements, examine the support required to realise the image.



Successful Job Matching depends on 3 elements: assessment on the independent level of PWDs at work; the company's expectation level on a PWD's performance; and how much Natural Support can be provided at the workplace. For example, even if the PWD is not highly independent, Job Matching can still be achieved if a high level of Natural Support is provided and the expectation level is low. On the other hand, Job Matching is not achieved even when the PWD is highly independent and a high level of Natural Support is provided if the expectation level is far higher.

Unlike solving an equation, no clear answer can be expected for Job Matching. However, a Job Coach should always estimate the balance among the above 3 elements in his/her mind. This means a Job Coach should have an image of balance of those 3 elements upon the completion of intensive support for PWD.

□ **Attitude of a Job Coach**

- Respect the corporate and workplace culture.
- Always stay in the background and avoid standing out.
- Be aware that people see the Job Coach as a role model.
- Provide support with an image of the situation after the Job Coach has left.

PWDs and Job Coaches are total strangers to ordinary companies. A Job Coach should well understand and pay attention to the difference between welfare culture and corporate culture.

The main persons are the PWD and employees of the company. Even if the Job Coach provides useful support, he/she should not stand out as the main person but should achieve good results by staying in the background and bringing out Natural Support.

Even if the Job Coach does not stand out, the employees of the company should focus their attention on the PWD and Job Coach. They watch how the Job Coach deals with the PWD as a good example. The Job Coach should be aware that he/she is seen as a role model.

Always provide support for the time after the Job Coach fades from the workplace in 2 or 3 months. It is normal that everything goes smoothly as long as the Job Coach provides support at the workplace. To establish the conditions for things to go right after the Job Coach has left the workplace is what the Job Coach should do.

:: 3. Support at Workplace: Natural Support and Teaching Skill

□ Role of the Job Coach at Workplace

Psychological support

- Ease anxiety and feel of isolation until PWD gets used to the workplace.

Formation of Natural Support

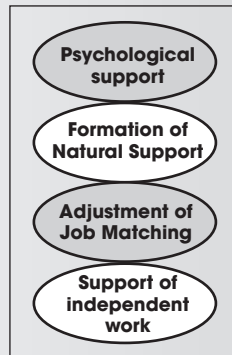
- Create natural involvement and support from co-workers.

Adjustment of Job Matching

- Final adjustment of matching between PWD and work

Support of independent work

- An interpreter to teach work in an easy-to-understand manner.



At the workplace, the Job Coach provides various types of support necessary for continuous employment of PWDs. The support provided can be broadly divided into four categories: psychological support; formation of Natural Support; adjustment of Job Match; and support of independent work.

Other than the above, coordination work such as coordination with the company, relevant organisations and the PWD's family accounts for a large share of the Job Coach's work.

Needless to say, living support, including financial management and leisure activities, is also important. It

is ideal for the Job Coach to deal with these matters in collaboration with the relevant organisation or personnel without all the roles being assumed by a single Job Coach.

❑ **Psychological Support**

- Both PWD and co-workers feel anxious and tense initially.
- Job Coach serves as an guide/support until they overcome such a feeling.
- Pay attention to appropriate sense of distance so that both PWD and co-workers do not become too dependent on Job Coach.

Although psychological support is actually an important role to be played, it is seldom focused on as the expertise of the Job Coach.

Psychological support has been provided in the conventional type of employment support. Excessive emphasis on this role may lead to the image of the Job Coach as a caretaker of PWDs and may cause concern that his/her presence and support may fade.

The sense of distance in psychological support, which cannot be acquired by theory, is an element that influences the outcome of employment support more than methodology and techniques which can be theoretically handled. It is important for the Job Coach to acquire the sense of psychological support and rapport establishment through experience.

□ **Natural Support**

- Co-workers provide voluntary or planned support required for continuous employment of PWD.
- It means Natural Support by co-workers intentionally created by the Job Coach rather than the “support that takes place naturally”.

Natural Support is not naturally created but is positively set up and designed by a Job Coach.

There are two types of Natural Support; one is voluntary (or natural) Natural Support where employees naturally and voluntarily support the PWDs, and the other is planned (or ‘staged’) Natural Support where the Job Coach sorts out in detail what support is to be provided and in what manner, and makes the arrangement among co-workers.

Voluntary Natural Support is ideal but it is easily affected by personnel transfers and busy schedules and thus is unstable. It is therefore necessary for the Job Coach to design Natural Support at the workplace by combining voluntary and planned Natural Support at all times. Formulation of voluntary Natural Support is greatly influenced by the job performance and character of the PWDs while the formulation of planned support is greatly influenced by assessment and coordination capacity of the Job Coach.

□ Forming Natural Support

Independent work is a precondition.

- Persons at the workplace are linked with work.

Clarify necessary support

- Job Coach should not take it for granted that co-workers will understand even without being told what to do. Tell them what support should be provided.

Share and communicate information among co-workers

- Tell co-workers what support is necessary and make an arrangement so that the support will last among them.



The primary condition of Natural Support formation is to provide support to maximise the PWDs' independent work skill so that they are recognised as peers by co-workers.

In order to form planned Natural Support, the Job Coach must sort out what he/she wants the co-workers to do in detail and tell them clearly. Planned Natural Support cannot be created without an approach by the Job Coach.

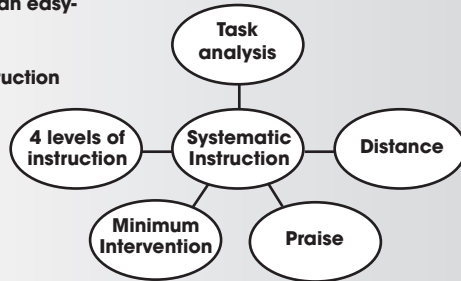
Once the Job Coach tells co-workers clearly about the necessary support, it would be effective to have it documented so that it will be shared among co-workers and taken over by the successor, even in the event of personnel transfer. Measures that can be taken include to confirm the support occasionally during the morning assembly and to make a note in a record book titled 'Notebook on Mr/Ms XX'.

□ Teaching Work in an Easy-to-Understand Manner

Systematic Instruction is an essential technique to teach work in an easy-to-understand manner.

Elements of Systematic Instruction

- Task Analysis
- 4 levels of instruction
- Minimum Intervention
- Distance
- Way and timing to praise



The Job Coach should focus more on developing Natural Support rather than teaching the PWD personally. However, he/she needs to have better instruction (teaching) skills than co-workers in the case where teaching according to the disability (e.g. severe learning disability, autism and higher brain dysfunction, etc.) is required.

Systematic Instruction is a teaching method that Job Coaches should acquire. It consists of basic rules, namely: Task Analysis; Four Levels of Instruction; instruction method with Minimum Intervention; how to keep an appropriate distance while teaching; and, the way and timing to praise while teaching.

□ Task Analysis

- One sentence, one action
OK: "Do XXX, and then do XXX"
- Name the objects.
e.g. Stand, black table
- Name the actions
e.g. Scrubbing
- No vagueness. Be concrete e.g
Not: "Carefully"
OK: "Wipe 4 times"
- Gestures and modelling are prerequisites



1. Insert metal fitting into the body
2. Attach the cover
3. Turn over
4. Place it on the table
5. Put the screw in

In simple terms, Task Analysis is a scenario of procedures and wording that are used by the Job Coach when he/she actually teaches the PWD.

If the Task Analysis is too detailed, it cannot be used when actually teaching work. It is necessary to practise how to prepare the Task Analysis, keeping the basic rules in mind.

In order to prepare a Task Analysis that is useful at the workplace, it is important to prepare it not only with a desk plan or knowledge but also by actually carrying out the work. Once the Task Analysis is done, carry out the work based on the Task Analysis made and make necessary changes for any inappropriateness or inconvenience. At the actual support scene, the Job Coach usually prepares the Task Analysis by using the Instruction Manual, considers modification of work or work environment and use necessary supportive tools.

□ Four Levels of Instruction

There are Four Levels of Instruction.

It is necessary to lead PWD to independent work in the shortest time with the Minimum Intervention.

Verbal instruction

- Indirect verbal instruction
- Direct verbal instruction

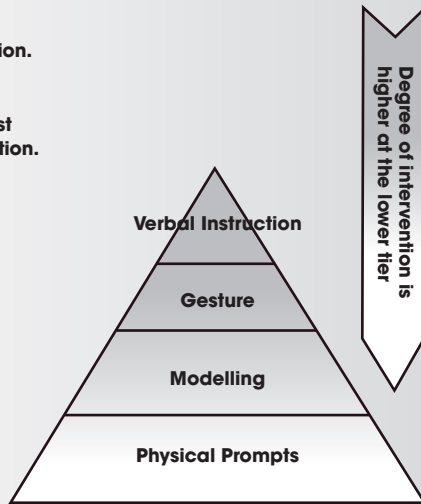
Gesture

Modeling

- Preceding modelling
- Simultaneous modelling

Physical prompts

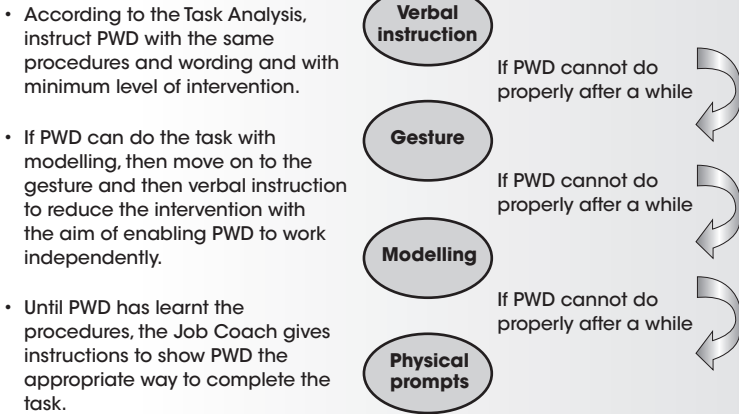
- Shadowing
- Direct physical prompts



There are Four Levels of Instruction: Verbal Instruction (Direct and Indirect Verbal Instructions); Gesture; Modeling (preceding and simultaneous modeling) and Physical Prompts (shadowing and direct physical prompts).

Systematic Instruction is used to teach the PWD with the minimum level of instructions of the four instruction levels based on the Task Analysis, without giving ad hoc instructions, in order to lead them to independent work in the shortest time. The Job Coach must understand that constant use of the same procedures and wording helps improve the PWD's understanding. Ad hoc and inconsistent procedures and wording can confuse the PWD.

□ Minimum Intervention



Under Systematic Instruction, the Job Coach basically adopts a learning style to give instructions in advance to prevent the PWD from performing the wrong actions (errorless learning) until PWD have learnt the procedures to a certain extent.

There is an approach called the trial-and-error approach where the Job Coach lets the PWD attempt to do something even when PWD have not learnt it properly. If the PWD perform an incorrect action, the Job Coach indicates the sign of error, such as asking the PWD, "Is that correct?" And when the PWD perform the correct action through trial and error, the Job Coach praises by saying, "That is correct!" In general, errorless learning is suitable for persons with severe learning disabilities, autism and higher brain dysfunction.

When instructing the PWDs, the Job Coach needs to carry out the instruction with Minimum Intervention in a flexible manner. The level of instructions to be used is based on three elements, namely difficulty level of task, ability of the PWDs and achievement made at the previous coaching.

□ **Distance**

Basic position

- Avoid face-to-face position.
- Stand beside the PWD at his/her dominant-hand side.

Distance between Job Coach and PWD

1. Position at which they can see each other's faces and make eye-contact.
2. Position at which Job Coach is not within PWD's sight but the PWD can feel that the Job Coach is beside him/her.
3. Position at which Job Coach is not within PWD's sight and the PWD cannot feel the presence of the Job Coach.

The Job Coach must pay attention to positioning when teaching the PWD work.

The distance between the Job Coach and PWDs as well as whether or not he/she is within their sight are particularly important.

When the PWD is still unable to remember the procedures, the Job Coach needs to give the sign, "Is that correct?" orally or by nodding or eye contact.

When the PWDs have learnt the procedures to a certain extent, the Job Coach needs to take a position that is not within their sight so that they can proceed to the next step by themselves without being told that the action they took is correct.

□ Praise and Correct

- At every step of Task Analysis, Job Coach tells PWD on the spot that the task has been done properly.
- Praising can be simple as long as the message that the task has been properly done is conveyed to the PWD.
- If PWD makes a mistake, Job Coach should stop him/her immediately without allowing trial and error, and then teach him/her the proper way of doing (to prevent mislearning).

Under Systematic Instruction, if the PWD performs any incorrect action, the Job Coach gently stops them before they complete the action and instructs them on the correct action.

For the same reason as errorless learning aims to avoid trial and error, the Job Coach takes the above approach as repeated incorrect action may remain in the PWD's memory and be confused with the correct action (i.e., mislearning).

When stopping any error, it is important for the Job Coach to try his/her best to do so gently and always give instructions to the PWD in a calm manner. Co-workers around the Job Coach are constantly paying attention to how the Job Coach teaches the PWD. The Job Coach should thus try his/her best to refrain from raising his/her voice and putting on a troubled look.

:: 4. Fading, Follow-up and Job Coach

□ Fading

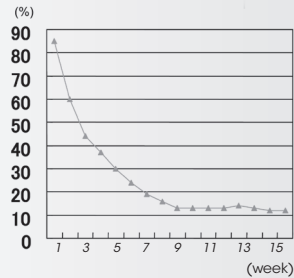
Fading means that Job Coach gradually reduces his/her support at the workplace.

Fading in a narrow sense

- To reduce the time of Job Coach in the workplace

Fading in a broad sense

- Whole process to reduce the intensity and quantity of support. Fading starts from the first day of the support.



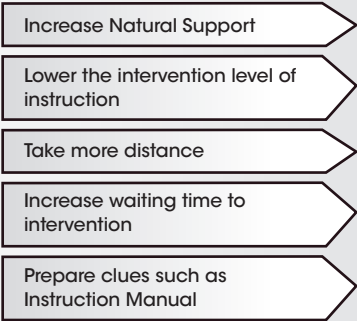
Changes in Job Coach's support time in the workplace

Fading is the most difficult phase in the Job Coach's support process. This is because success or failure of the process is uncovered in a condensed manner at the Fading stage. There is no way to conduct only Fading successfully. If the processes prior to Fading have been properly implemented, Fading should be naturally successful.

The length of the Job Coach's support period varies on a case-by-case basis, but in the US, Fading is completed in the eighth week on average and then the support moves on to the Follow-up process. Based on past experience, it is thought that moving on to the Follow-up process within three months (maximum) is appropriate. Sufficient achievement is not possible even if the support continues for a long period of time.

□ **Achieving Successful Fading**

- Broadly defined, Fading involves elements such as Natural Support, instruction level, distance, time and Instruction Manual.
- It would be difficult to carry out Fading if the workplace has many elements involving changes.

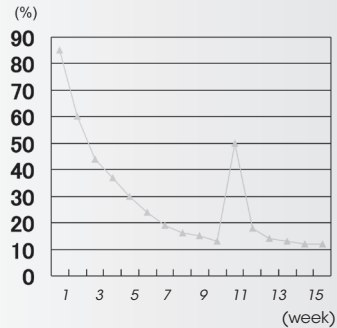


The Job Coach should always bear in mind the main person is the PWD and co-workers when providing support and at the same time imagine the situation after he/she has faded from the workplace.

Workplaces where Fading is not successful often have changes in job description, Human Environment in the workplace and requirement level for work which are not the same as initially envisioned. The solution to these changes is beyond the capacity of the Job Coach. The path towards Fading starts from the stage of finding a workplace and Job Matching.

□ Follow-up is Essential

- Follow-up is essential for employment support by a Job Coach.
- PWDs who do not need Follow-up do not need employment support by a Job Coach in the first place.



Support process in the case of re-intervention for Follow-up

Support by a Job Coach is provided to those who have difficulty adapting to the workplace. Even if they have adapted to the workplace for the time being, support by the Job Coach should be needed again due to changes in the workplace. For support by the Job Coach, it is essential to conduct a Follow-up to assess the timing of additional support needed and provide it before the problematic situation worsens.

Intensive support involves high cost. If employment is ruined due to absence of a Follow-up, the initial cost for the intensive support will be wasted. From a cost-effectiveness standpoint, it is necessary to incur a small cost for Follow-up to achieve established employment. However, the importance of Follow-up is not really recognised in many Job Coach services.

□ Types of Follow-up

Assess the situation periodically

- By periodical visit to workplace and phone call

Call me if anything!

- Companies may contact the Job Coach in case of any problem.

Get-together, working PWDs!

- Plan a get-together and leisure activities

Collaboration with relevant organisations

- Establish a network to gather information from relevant organisations and personnel

Follow-up is important. Therefore, measures to make Follow-ups more fruitful at a lower cost should be taken.

Regular visits to the company require the greatest amount of effort. A Follow-up does not necessarily mean periodical visits to the company. It is necessary to establish a system under which situations can be assessed and early detection and solution of problems can be achieved with less effort.

It is advisable to establish a relationship with the company, whereby the company will contact the Job Coach in case of any problem. It is important for the contacted Job Coach to take appropriate action to gain the trust of the company. Besides individual Follow-up, a get-together of PWDs in such events as karaoke contests or bowling tournaments can also be a type of Follow-up.

Job Coach is one of the approaches of employment support within a community. It is therefore desirable that the entity that provides support by the Job Coach is a community-based organisation so that long-term follow-up will be provided responsibly. In addition, the outcome of support by a Job Coach should be evaluated not only by the number of PWDs employed but by the number of PWDs whose employment is retained.

□ **Expertise of a Job Coach**

Psychology & pedagogy <ul style="list-style-type: none">• Understanding disability• Dealing with matters according to disability	Psychology and pedagogy	
Social Welfare <ul style="list-style-type: none">• Understanding disability• Casework• Utilisation of systems		
Business <ul style="list-style-type: none">• Understanding corporate values and culture• Jobs in general• Employment management	Social welfare	Business

The expertise of the Job Coach consists of three fields, namely: psychology and pedagogy, social welfare and business.

In general, persons who are engaged in welfare service for the PWDs become Job Coaches. These people have expertise in social welfare and psychology/pedagogy, but have little expertise in business. Owing to this background, companies often point out that the Job Coach is poor at understanding the corporate culture and lacks common sense of business.

Expertise in business includes an understanding of quality control and employment management within the company. This expertise is useful not only for intensive support at the workplace but also for communication with companies during the stage of finding workplace and Follow-up.

□ **Quality of a Job Coach's Service**

Observation & information gathering, and assessment, negotiation & coordination are important

→ Assessment, Job Matching & Follow-up

Observation & information gathering of
- PWDs
- Companies

Direct support to PWDs should be minimised.

→ Systematic Instruction

Assessment, negotiation & coordination with
- Companies
- PWDs
- Relevant organisation/ personnel

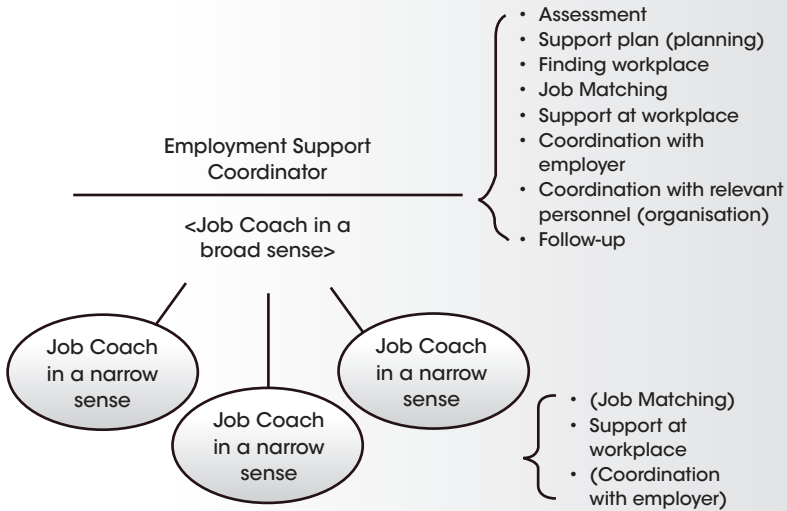
Direct support to
- PWDs

A Job Coach is required to have the basic attitude and skills to support PWDs. In addition to this, expertise in teaching skill such as Systematic Instruction is required.

However, the Job Coach needs to understand that observation and information gathering as well as judgment, negotiation and coordination based on the observation made and information gathered are actually more important than direct support to the PWDs.

This is because the Job Coach is considered a coordinator who is engaged in adjustment of Job Matches, formation of Natural Support and bringing out the companies' ability to employ PWDs, rather than being merely a coach (instructor) of jobs (work). Aside from being an expert on the PWDs, the Job Coach also needs to have the same communication and coordination skills a salesperson has.

□ **Levels of Employment Support (Role Sharing)**



A Job Coach must have a wide range of expertise. However, not many people with such expertise are currently available, and manpower cost given to an employment support organisation is limited.

An employment support organisation is required to have a person who can manage the whole process of the Job Coach’s support, ranging from assessment to Follow-up (i.e., employment support coordinator or Job Coach in a broad sense). Employment support service providers should systematically develop Job Coaches in a broad

sense first. Job Coaches, in a narrow sense, are engaged in on-site actual support under the Job Coach in a broad sense.

Employment support service with many Job Coaches in a narrow sense assigned at a low cost may not be expansive in the long term. This is because the roles of the Job Coach under a broad sense are treated as unimportant and thus important processes of support by the Job Coach, such as assessment, finding a workplace, Job Matching and Follow-up, are not properly done. This type of employment support is likely to cause repetition of work that bears a less fruitful outcome for the substantial amount of work put in for intensive support at the workplace.

Chapter 3

Job Coach: Experience in Malaysia

Yeo Swee Lan

This section gives examples of Job Coach practices from the perspectives of both the Job Coach and the employee with disabilities in Malaysia.

:: Introduction

There is a growing awareness that Supported Employment will create more sustainable employment for people with more complex disabilities since the Job Coach was introduced formally at the national level through a project by JICA and the Department of Social Welfare of Malaysia in 2005.

Supported Employment has been promoted and widely used in developed countries since the 1980s. It has been proven to be effective in promoting sustainable employment and it has enabled even people with severe learning disabilities to work in open employment.

In Malaysia, some NGOs that provide Supported Employment and Job Coach services have enabled many people with learning disabilities to work in various types of jobs in the open employment which include:

Factory production operators	Service crew of fast food chains
Hotel housekeeping attendants	Receptionists
Hotel laundry operators	Bakery assistants
Hotel food and beverage crew	Admin assistants
Canteen helpers	Cargo lift attendants
Kitchen assistants	Store keepers
Data entry clerks	Teacher aides of child care centres
Supermarket sales assistants	Shop attendants
Supermarket sales supervisors	Junior graphic designers



In this chapter, the author shares experiences of Job Coaches in Malaysia from the perspectives of the Job Coach and the employees with disabilities. We hope this gives readers a more concrete understanding of the Job Coach practice in the Malaysian context.

:: 1: Steven and His Work at a Factory Canteen

Steven Teh (28 years old)



At his mother's hawker stall



At the workshop of United Voice

□ **Assessment**

Steven has learning disabilities. He used to help at his mother's noodle stall in the morning and worked part-time in the afternoon at the employment workshop of United Voice, an NGO of persons with learning disabilities. The Job Coach of United Voice had observed his abilities to work at his mother's hawker stall and his capability in producing quality work at the workshop.

□ **Job Matching, Negotiation with Employer and Interview**

When informed of a job vacancy and job skill requirements at a factory canteen of a dairy product company, the Job Coach approached Steven to ask if he was interested in the job since assessment of his skills showed that he was capable of the job. Steven happily said he would give it a try. His only barrier could be his social skills due to a lack of communication abilities.



Steven and the Job Coach at the canteen



Steven at the canteen

The Job Coach brought him to see the workplace and the employer. After being informed of his working experience, work skills and communication challenges, the employer interviewed him. The Job Coach assisted when he had difficulties responding to some questions during the interview. Steven was employed in spite of his poor communication skills during the interview.





Working at the canteen

❑ **On the Job Training**

With the permission of the employer, the Job Coach accompanied Steven to work on the first day. She helped him to adapt to the new working environment and ensured that he was able to carry out the tasks assigned to him.

The Job Coach helped Steven to understand all the instructions given by the employer regarding his duties in the canteen by using Systematic Instructions. She then observed how he carried out each of the tasks and coached him when necessary.

□ **Natural Support and Follow-up**

The Job Coach visited Steven on the second and third days of work. She discussed Steven's performance with his supervisor and helped Steven to improve on areas that needed improvement and affirmed the areas that he was already good at. She also discussed with the supervisor on ways to communicate with Steven more effectively.

The supervisor was given the Job Coach's contact details so that she could be reached when necessary. She continued to visit once a week to discuss Steven's performance. She gradually faded out as Natural Support was developed among other workers to support Steven at work.

:: 2: Aslam and His Work at a Giant Hypermarket

Aslam Sulaiman (27 years old)



□ **Assessment**

Aslam was diagnosed with Williams Syndrome. His academic performance in school was weak. After completing his secondary school in special education, Aslam enrolled for a mechanic's course. He worked as a mechanic for only a year. He could not cope with the pressure at work and decided to resign. He was unemployed for two years before he joined an Employment Project run by United Voice, an NGO. Aslam was assessed on his work skills and readiness for employment when he was under training at United Voice.

❑ Job Matching and Negotiation with Employer

When informed of a job vacancy at a Giant outlet, which is a hypermarket of GCH Retail (Malaysia) Sdn Bhd, a United Voice Job Coach brought Aslam to visit the workplace to assess the job. The employer was informed of Aslam's work skills as well as the challenges he might face at work due to his learning disabilities. The Job Coach negotiated for Aslam to be given the day shift only, in view of safety reasons when travelling to work. The employer was informed that the Job Coach would support Aslam at the initial stages of employment if he was offered the job. The Job Coach also informed the employer about government benefits for the employer and the employee.



At the interview

❑ **Support at Interview**

When the Job Match was found suitable, the Job Coach accompanied Aslam to provide support when necessary at the job interview. Aslam was offered the job of a sales assistant.

❑ **Job Training by Hypermarket HR Department**

The Job Coach accompanied Aslam during the first week of intensive training by the hypermarket's Human Resource (HR)



In-house training

Department. The Job Coach explained the task to him using Task Analysis and Systematic Instructions when he had difficulty understanding any task.

❑ **On the Job Training**

The Job Coach accompanied Aslam on his first day of work at the hypermarket where he was assigned after the training. Aslam's supervisor assigned him jobs and gave him instructions. The Job Coach supported Aslam when he had difficulties understanding instructions given or tasks assigned. The supervisor observed how instructions were given in simple Systematic Instructions.



❑ **Natural Support and Follow-up**

The Job Coach supported Aslam at work until he was familiar with his duties. While assisting him, the Job Coach

created Natural Support for Aslam by training the supervisor on how to support Aslam at work most effectively. By the end of the week, Aslam became familiar with the work. The Job Coach then faded out but kept in touch with the supervisor and Aslam through the telephone and occasional visits. The Job Coach was always available to visit Aslam at work when requested by his supervisor.

□ **Aslam's Perspective**

(This is Aslam's story as interviewed by Ms Yeong Moh Foong after two years of work at Giant Hypermarket.)

I have been a member of United Voice since 2000. I worked in United Voice from 2007-2008.

In June 2008, I went for an interview at Giant. A Job Coach from United Voice supported me during the interview. I was so happy that I was offered a job. I rang my dad to inform him the good news immediately. I was then sent for training for 2 weeks. My Job Coach was there to support me during training. After training, I started work at the Giant in Batu Caves.

On my first week of work, my Job Coach was there to assist me. She gave me advice and helped me settle in my workplace. She also talked to my supervisor and advised him how to communicate with me. My dad was also there to give me moral support. He also taught me how to ride a motorbike to my workplace.



Aslam calling his father after his interview



Training for 2 weeks

My Job Coach helped a lot in showing me and teaching me what to do during my training and at my workplace. Having a Job Coach is important. It would have been



difficult for me if my Job Coach had not helped me. My parents also support me a lot. I am able to talk to them about my work. On difficult days at work, they will encourage me to do my best and be patient to learn from my mistakes. I am now very happy working in Giant.

:: Conclusion

Supported Employment and Job Coach are the ways forward to enable more people with complex disabilities to work in open employment.

The initiative and support by JICA Malaysia to promote Supported Employment and Job Coach in Malaysia marks the beginning of a more inclusive society that breaks the barriers of isolating people with disabilities, including those with complex or severe disabilities, from employment opportunities.

The partnership between the Department of Social Welfare, Labour Department, Special Education Division, Non- Governmental Organisations (NGOs) and the private sector is a strategic approach that will tap the under-used resources that people with disabilities can contribute to the economic growth of our country.

People with complex disabilities like those with severe learning disabilities in developed countries such as Japan and the US have proved that they can perform in open employment if they are given good Supported Employment services such as Job Coaching. The establishment of the Job Coach system in Malaysia gives more job opportunities in open employment to people with complex disabilities.

In Malaysia, companies that have taken the initiative to develop Job Coach services in partnership with NGOs

and in developing their own in-house Natural Support for employees with disabilities have seen positive outcomes of not only creating sustainable employment but also long-term service among employees with disabilities in their company.

The Job Coach Network of Malaysia believes that the development of the Job Coach system in Malaysia will benefit not only people with disabilities but also the employers and society as a whole by creating an inclusive community.



Postscript

I am very grateful for the publication of this book on Introduction to Job Coach that is revised according to the Malaysian context.

The Job Coach is a professional who bridges companies and persons with disabilities by providing professional support for both of them. Therefore, the Job Coach must have knowledge of the culture in the business sector and skills to communicate with personnel from this sector, besides having knowledge related to the welfare of PWDs.

This book is written to convey the basic skills and new approaches on Job Coaching, together with the “spirit” of the Job Coach. I believe this book will be a useful resource for Job Coaches in Malaysia, since this book is developed based on carefully revised training materials which reflects a prolonged period of experience in Japan and practices rooted in the social and cultural contexts of Malaysia.

I truly look forward to having many Job Coaches being trained with professional knowledge and skills, and persons with disabilities being employed with the support of Job Coaches.

1 March 2012

Hiroshi Ogawa

Professor, Otsuma Women’s University, Japan

Director of Job Coach Network, Japan



Appendix

:: Job Coach Programme

□ 1. Introduction

Supported Employment is an approach to promote long-term employment of persons with disabilities (PWDs) by providing the support services of a Job Coach from the beginning stages of employment. The role of a Job Coach is to be the bridge between the PWD and the company by giving support to both parties.

□ 2. Role of the Job Coach in Supported Employment

The role of the Job Coach in Supported Employment is as follows:

Assessment of PWD: Assessing and understanding the PWD's situation

Workplace Assessment: Assessing the workplace and its environment

Job Matching: Modify the working conditions and rearranging the tasks that suit the PWD, in discussions with the management

Intensive Support: Provide support for the PWD and employer at the workplace

Natural Support: Create support among the PWD's colleagues and gradually reducing the role of the Job Coach

Follow-up: Intermittent support to keep the PWD at work

□ **3. Job Coach Programme**

As part of the Supported Employment programme, the Social Welfare Department of Malaysia (JKM) has introduced the Job Coach Programme.

- i. Employers who employ PWDs can apply for Job Coach Allowance through the Job Coach Network Malaysia.
- ii. This programme provides allowances up to RM900 for each PWD. The Job Coach will receive an allowance of RM15 an hour up to 60 hours.
- iii. This allowance is open to members of Job Coach Network Malaysia.
- iv. Employers need to cooperate with the Job Coach in the Supported Employment approach to ensure effective support for PWDs.
- v. The Job Coach will train co-workers in the company who support employed PWDs through a systematic approach according to individual needs.
- vi. As employed PWDs are being trained, Natural Support will develop. The Job Coach must be ready to withdraw, but will keep in contact and support employed PWDs when needed.

□ **4. Job Coach Allowance Application Procedure**

The Job Coach can claim an allowance from Job Coach Network Malaysia by getting approval and confirmation from employers who provide jobs for PWDs.

Application Procedures:

- i. Employer must agree and endorse the Job Coach's Allowance Application. *(Please refer Borang Pemohonan Elaun Perkhidmatan Job Coach in page 81-83)*
- ii. The Job Coach needs to fill in the Claims Statement Form for each visit to the PWD's workplace. The employer or company supervisor must confirm the Job Coach's total number of hours of services provided. *(Please refer Kenyataan Tuntutan to Job Coach in page 84-86)*
- iii. The Job Coach then sends the Job Coach Allowance application form, Report *(Please refer to Laporan Job Coach in page 87)* and Claims Statement to Job Coach Network Malaysia for payment.
- iv. Job Coach Network Malaysia will make payment to the Job Coach's organisation as stated.

Note: The above mentioned forms can be downloaded from www.jobcoachmalaysia.com

For further information, please contact:

Job Coach Network Malaysia

Social Welfare Department,
Ministry of Women, Family and Community Development,
Floor 6, No. 55, Persiaran Perdana,
Presint 4, 62100 Putrajaya, Malaysia
Tel: +603-83231000 Fax: +603-83232063
E-mail: jcnetmalaysia@gmail.com
Web site: www.jobcoachmalaysia.com

Elaun Perkhidmatan Job Coach

Borang Permohonan

Syarikat yang bersetuju dengan Program Perkhidmatan Job Coach boleh menghantar borang permohonan ini kepada Job Coach Network Malaysia

1. PORFIL SYARIKAT

Nama Syarikat: _____

Nama Pegawai: _____

Jawatan: _____

Alamat Syarikat: _____

_____ Poskod: _____

Telefon: (P) _____ (HP) _____

E-mel: _____

Nama Penyelia
untuk pekerja OKU: _____

Tandatangan: _____

Nama: _____ Tarikh: _____
(Pengurus Sumber Manusia)

2. PORFIL PEKERJA OKU

Nama: _____

Alamat: _____

_____ Poskod: _____

Telefon: (R) _____ (HP) _____

E-mel: _____

Jenis Ketidakupayaan: _____

No. Kad OKU: _____ *(sila Lampirkan salinan kad OKU)*

Jawatan: _____

Tandatangan: _____ Tarikh: _____

3. PORFIL JOB COACH

Nama: _____

Jawatan: _____

Nama Pertubuhan: _____

Alamat Pertubuhan: _____

_____ Poskod: _____

Telefon: (P) _____ (HP) _____

E-mel: _____

Kelayakan Tertinggi:

Kursus Job Coach Yang Pernah Dihadiri (*sila lampirkan sijil kehadiran kursus*)

Pengalaman Perkhidmatan Job Coach: _____

Tandatangan: _____ Tarikh: _____

Nama: _____
(*Job Coach*) (*Pengarah Organisasi*)

Tarikh: _____

Job Coach Network Malaysia

Jabatan Kebajikan Masyarakat

Kementerian Pembangunan Wanita, Keluarga dan Masyarakat

Tingkat 6, No. 55, Persiaran Perdana, Presint 4, 62100 Putrajaya, Malaysia

Tel: +603-83231000 Fax: +603-83232063

E-mel: jcnnetmalaysia@gmail.com Laman Web: www.jobcoachmalaysia.com

Kenyataan Tuntutan Job Coach

Nama Job Coach: _____ No. KP: _____

No. Telefon (P): _____ (HP): _____

E-mel: _____

Nama Pertubuhan: _____

Alamat Pertubuhan: _____

_____ Poskod: _____

Nama Bank Pertubuhan: _____
(Sila sertakan salinan Penyata Bank)

No. Akaun: _____

Alamat Bank: _____

_____ Poskod: _____

Jumlah Tuntutan: _____

Nama Pekerja OKU: _____

Nama Syarikat: _____

PENGAKUAN	
Saya mengaku bahawa; a. Sokongan yang diberikan pada tarikh seperti di dalam lampiran adalah benar dan telah dibuat atas urusan rasmi. Tuntutan ini disertakan senarai laporan bagi setiap lawatan ke tempat kerja OKU b. Tuntutan ini dibuat mengikut kadar dan syarat seperti yang dinyatakan di bawah prosedur Program Subsidi Perkhidmatan Job Coach. c. Butir-butir seperti yang dinyatakan di atas adalah benar dan saya bertanggungjawab terhadapnya.	
Nama: Tarikh:	Tandatangan:
PENGESAHAN	
Adalah disahkan bahawa sokongan pekerjaan tersebut adalah atas urusan rasmi. Nama Pegawai Job Coach Network Malaysia:	
Tarikh:	Tandatangan:

Kenyataan Tuntutan Job Coach				
Tarikh	Waktu Sokongan		Tujuan/Sokongan yang diberikan	Tandatangan Wakil Syarikat
	Mula - Tamat	Jumlah Jam		

Kenyataan Tuntutan Job Coach				
Tarikh	Waktu Sokongan		Tujuan/Sokongan yang diberikan	Tandatangan Wakil Syarikat
	Mula - Tamat	Jumlah Jam		
Jumlah jam sokongan yang diberikan: Jumlah Tuntutan: RM (RM15.00/jam, Maximum: 60 jam)				

Laporan Job Coach

1. Penilaian OKU

Kelayakan tertinggi:
Pengalaman pekerjaan:
Kemahiran:
Masalah yang dihadapi:
Lain-lain:

2. Penilaian OKU di tempat kerja

3. Senaraikan kaedah yang digunakan semasa Sokongan Intensif untuk OKU

4. Penilaian Natural Support : Berikan nama rakan sekerja yang bertanggungjawab dan nyatakan kemahiran rakan sekerja berkenaan dalam membantu OKU

5. Jelaskan secara ringkas tentang pencapaian OKU

6. Hal-hal lain



About the Authors

Prof. Hiroshi Ogawa is a professor of the Otsuma Women's University (Japan) and the Founding Director of the Job Coach Network Japan.

Mr Daisuke Sakai is a Director of the Department of Supported Employment, Kashima Yuai-Kai, which is one of the leading organisations on Job Coach in Japan.

Ms Yeo Swee Lan is one of the most experience Job Coach Trainers in Malaysia and a founding member of Job Coach Network Malaysia.

Dr Kenji Kuno, PhD, is a senior advisor on social welfare for the Japan International Cooperation Agency (JICA) and a coordinator of the Disability Equality Training (DET) Forum (www.detforum.com).