

# Training Module:

Beliefs and Values of Employment Advisers

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www.equilcoproduction.eu









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#### **Mersey Care NHS Trust**

www.merseycare.nhs.uk United Kingdom



#### **Accion Laboral**

www.accionlaboral.com Spain



#### **MhtConsult**

www.mhtconsult.dk Denmark



#### **CESIE**

www.cesie.org Italy



#### Zorgvragersorganisatie GGZ Midden Holland

www.zogmh.nl Netherlands

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### **Executive Summary**

The development of this training module has been done through a co-production model which includes mental health practitioners, and people with lived experience. It includes a range of tools and exercises which aim at enabling employment advisors working with people with mental health issues to understand and demonstrate the beliefs and values needed to be an effective employment adviser for people with mental health issues.

It does this by providing Practitioners with a set of tools and exercises which helps them self-valorise their own beliefs and values and demonstrate them through practice of employment support.

The product has been developed taking into account key findings of a Learning Mobility held in 2015 which brought together people with mental health issues from each different partner country to gain an understanding of the co-production process and explore each of the themes of the EQUL modules.

Following on from this learning mobility, focus groups with people with lived experiences, were carried out to further explore what beliefs and values are needed to be effective Employment Adviser working in the field of mental health.

Furthermore, desk based research and further suggestions from partnership or involved stakeholders were carried out in each of the partner countries to establish what Employment Support models were used in each partner countries and also background statistics around employment and mental health.

# Why is it important for Employment Advisers working with people with mental health issues to be provided with specialist modules around Beliefs and Values?

The focus groups and desk based research into the beliefs and values that Employment Support Practitioners should have and demonstrate in their practice completed by project partners organisation also explore different employment support models which are found in each country, different situations have been observed about relations between enterprises and people with lived experiences showing that the labour market and employers expectations are very different between UK, Italy, Netherlands, Denmark and Spain. Therefore, in order to try and provide a European response to the problem of the high levels of unemployment and poor career prospects for people with lived experience of mental health issues there is a need to establish a common beliefs and values frameworks which Employment Advisors can adopt and implement in their practice.

Through the research, consultation in each of the partner countries, and also bringing people with lived experience together during the learning mobility, we have learnt that there are many different cultural and national approaches to deal with people with mental ill health and employment. For example, attitudes towards mental health issues in the more southern Mediterranean countries i.e. Italy and Spain are more negative and there is a greater need to have mental health awareness training with employers and other members of the community.

Furthermore, within these countries it was stated that the stigma around mental health that statistics have shown that in Italy alone there has been a 72% reduction of people with mental health issues being in employment.

In Italy all the participants preferred to hide their Mental Health issue because they are afraid to being victims of exclusion and prejudices. Especially in the working environment, they prefer not to share this problem/condition, or just in case they are applying to job roles

reserved for people with a handicap (i.e. mental health issue) according to the law 681.

In Spain participants stated that mental illness presents a bigger barrier to employment instead of physical disability; they feel more vulnerable within employment because employers do not consider them in the same way, as if they were in disadvantage to have in the workforce.

Moreover, society has prejudice against them, as it is said that they have more sick leave, they do not cope as well with stress or simply the fact that they do not know how they are. It is a complex problem, because if you do not mention your mental illness or lived experiences it is as if you tried to hide information, and for instance if you have a physical illness or something in the past you can avoid mentioning it and it does not matter, in this sense they felt more vulnerable.

Recently, the Spanish Ministry of Social Security has implemented a system that enables the employer to see the degree of disability in an official document, which participants stated violates the right of privacy.

From the cases of both Italy and Spain we can clearly infer that an Employment Support practitioner needs to believe that mental illness does not mean that someone will not be as effective as other employees within the workplace and that everyone can contribute in the right position and with the right support in place, work is an effective way for people to recover and stay well.

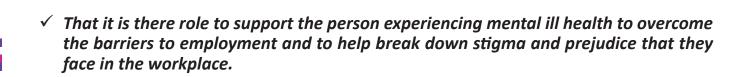
In the Northern partner countries, stigma was still an issue however in general it seemed to be less of an issue in Denmark; The Netherlands; and the UK as it was mental health was more accepted in these communities. However, there was still a feeling that indirect discrimination took place in workplaces and that Employers, though more aware, still saw the problems around mental illness rather than the person.

Even if many differences have been observed, some transversal beliefs and values have also been outlined and have constituted the base of this training module.

The needs and expectations revealed by Service Users of the different countries involved in the project in relation to the beliefs and values include:

- ✓ A belief that people with mental health issues can work and make a positive contribution to a workforce.
- ✓ People's *experience of mental ill health* does not diminish their work related skills and experiences, and indeed in some cases *might enhance their skills development* for example problem solving skills, communication skills.
- ✓ **Empathy**, there was a discussion in each of the focus groups which took place in each partner country about whether the Employment Support practitioners should have experience of mental ill health themselves, and therefore be "experts by experience" and whilst most people said this was not essential the overriding suggestion was the practitioners need to be **empathetic** towards people with mental health issues.
- ✓ **Understand people as an individual**, and develop and implement an individualised package of support
- ✓ Belief that people with mental health issues should be supported to access mainstream employment opportunities.

<sup>1</sup> Please refer to research of IO1



#### The IPS Model

The employment support model that encompassed all of these beliefs and values was identified as the *Individual Placement and Support* (IPS) model therefore the partnership has used IPS model as a basis for each of the EQUIL modules. However, this is not to say that IPS is the most prevalent model in each partner country but that EQUIL fits into the guiding principles of the IPS model.

The Individualised Placement and Support Model asks that Employment Support Practitioners work with people with mental health issues in an individualised way, that they place them into an employment opportunity and then a support package is implemented by the Employment Support Practitioner.

The structure of the training course includes practical tools and exercises that will prepare and enable practitioners in their work with employers to achieve the integration of end users in labour market.

#### The 8 Key Principles of IPS

- 1. It aims to get people into competitive employment;
- 2. It is open to all those who want to work;
- 3. It tries to find jobs consistent with people's preferences;
- 4. It works quickly;
- 5. It brings employment specialists into clinical teams ensuring they work with health professionals;
- 6. Employment specialists develop relationships with employers based upon a person's work preferences;
- 7. It provides time unlimited, individualised support for the person and their employer;
- 8. Social Security benefits counselling and other personal circumstances are considered and included.

The IPS model works with people as soon as they identify or say they want to find work through to being able to carry out a job role without any support necessary. Thus, there are key 5 stages within the IPS process which are particularly pertinent to the EQUIL training and learning resources

- 1. Vocational profiling
- 2. Vocational action planning
- 3. Employer engagement
- 4. Job placement

#### 5. Ongoing support

These stages are particularly relevant to EQUIL as they are underpinned by the beliefs and values highlighted above as firstly identified within the EQUIL consultation with people with mental health issues and secondly in the process valorises these beliefs and values for employment practitioners working with people with mental health issues.

#### Exercises and tools

Within this training module there is a series of exercises and tools which are aimed to develop or support the employment practitioner to recognise the need to utilise these beliefs and values within their own practice. At the end of the training module you will find exercise sheets attached as Appendices. The following section has been split into the 5 processes detailed above of the IPS model for example Vocational profiling; provides a brief outline learning objective for each of the exercise; and identifies the beliefs and values that can be developed and valorised through their use.

#### **VOCATIONAL PROFILING AND ACTION PLANNING**

#### **Exercise 1: Job Needs Auction**

This is a flexible exercise which can be used in a variety of different groups including people with lived experience, but I can be also utilised working with practitioners to support their understanding that everyone has different aspirations and motivations when it comes to work. This will help you to:

- Understand people as an individual
- Empathy

You will need: Flip chart paper and pens, mock money, envelopes

**Group: 3-15** 

Individual: No

**Time Needed:** 30-60 minutes depending on size of the group

**The Exercise:** Individually list your 3 main reasons for either going to work or wishing to work.

Facilitator asks group to share their reasons and generates group discussion to produce a list of as many reasons as the group can think of – for example, money, status, sense of purpose, friends etc.

Facilitator explains the group are now in an 'alternate universe' where the things they have identified can only be bought from them and hands round envelopes.

In each envelope is a different amount of money. The facilitator then starts an auction where participants can 'buy' their job needs by bidding against each other. About half way through participants will realise that each doesn't have the same money, the facilitator may allow joint or consortium bids.

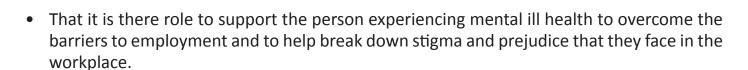
#### Summing up

Facilitator to draw to close by ensuring everyone has bought at least one of their needs. Summarises by drawing comparisons to how people can have different starting points in their journey to work but we all have similar desires and needs from work and that people with disabilities should not be excluded from the world of work as they have similar needs to all of us.

#### **Exercise 2: Circles of Support**

This exercise is important as it provides a case study of the type of individual they may come across within their work and the overall aim and why it is most effective to work alongside a person rather than just "giving person advice and information". This will help you to:

- Understand people as an individual
- Empathy
- Belief that people with mental health issues should be supported to access mainstream employment opportunities



You will need: Flip chart paper and pens, Personal Circle of Support diagram

**Group: 3-15** 

**Individual:** Yes

Time Needed: 15 - 45 minutes depending on size of the group

The Exercise: Facilitator explains the exercises by firstly drawing the diagram on a flip chart and explain that each of the circles represents a level of support that each of us may have in our lives. For example, you would place on the inner most circle the people who love and care for you and that you love them, this could be a parent, sibling, or partner. On the second circle you place your close friends, people you socialise with and give great value to being in your life but you may not love or trust them as much as the inner circle. The third circle is where you place people you are friends with but they may not be a constant in your life and you may not be a constant in theirs. Finally, the fourth circle is where you place people who are paid to be in your life for example a doctor, teacher, manager etc.

TIP: As a Facilitator you can do this by explaining your own Personal Circles of Support, this builds trust and rapport in the group and encourages participants to share their own circles.

The Facilitator asks the group to work in pairs and share their own circles of support, once they have done this in pairs the Facilitator asks for volunteers to show the rest of the group what their diagram looks like.

The facilitator explains that for the majority of people there is one, two or maybe three people in your innermost circle, maybe 6-10 people in the second, between 15 - 30 people in the third circle and between 5 - 10 in the outer circle.

Facilitator uses a case study which they have developed based on their local context, target group and service of a typical disadvantaged person and describes their circles of support. The case study should be someone who has a lot of input from different professionals and a person who is socially isolated.

The circles of support diagram will look something like this:

Circle 1: No people or maybe one

Circle 2: 0, 1, 2 people

• Circle 3: 1-5 people

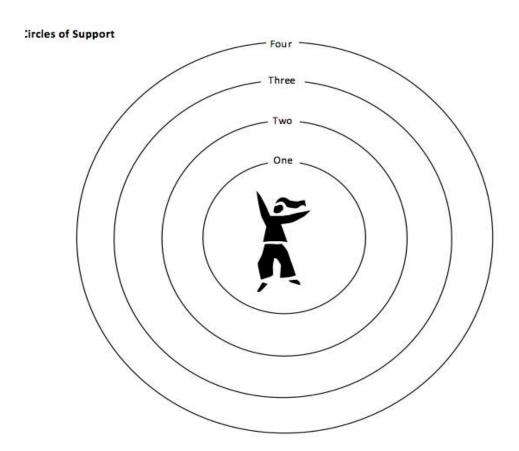
• Circle 4: 15-20 people

Once the Circle of Support is drawn up, the Facilitator asks the group to make observations about what the picture looks like, how it is different from their own, and what implications this has in their role of employment adviser.

One of these observations should be that the outer circle looks like a stockade around the person and that one of the key things about people who are paid to be in your life is that it is inevitable they will leave due to finding a new job or funding running out.

#### Summing up

Facilitator to draw to close by saying that it is part of our role as Employment Advisers to work alongside the person they are supporting and to enable and support them to bring people into their lives through work who can perhaps find a place in circles 3, 2, and sometimes even



1.

Circle One	Circle Two	Circle Three	Circle Four

#### **Exercise 3: Challenging Behaviour**

This exercise is designed for the Employment Practitioner to gain an understanding of how it feels to be a person with mental health issues who is using some mental health services and enables them to use and develop empathy for people with mental health issues. This will help you to

Understand people as an individual

Empathy

You will need: Flip chart paper and pens

**Group:** 3-15

Individual: No

**Time Needed:** 30 – 45 mins depending on group

**The Exercise:** Facilitator asks participants to name examples of challenging behaviour and write theses on flip chart, they then ask the group to tell them how services or families, supporting people displaying challenging behaviour normally respond, and writes this on a flip chart.

At this point it may be useful to break and do another exercise for example Top Middle or Bottom Drawer (see below).

#### Summing up

Facilitator draws comparison between what we felt like and wanted and what we see as challenging behaviour, querying how often it occurs when people are scared and have no control. Then facilitator looks at normal service responses and asks why does this not work and how different they are from what we needed when we were in similar situations.

#### Exercise 4: Top, Middle and Bottom Drawer and Bottle Race.

This exercise is designed for the Employment Practitioner to gain an understanding of how it feels to be a person with mental health issues who is using some mental health services and enables them to use and develop empathy for people with mental health issues. This will help you to:

- Understand people as an individual
- Empathy

**You will need:** To have primed a volunteer or a co-facilitator to answer "no" when asked "Would you like to share what is in your bottom drawer?"

Space for 2 lines of chairs facing one another, with an equal number of people on either side.

Chairs.

Empty plastic bottle.

One spare chair

**Group: 4-16** 

Individual: No

Time Needed: 25 minutes

**The Exercise**: Facilitator asks participants to position their chair in 2 straight lines facing one another. There should be an equal number of participants in each row. At one end of the rows place the spare chair and place the bottle on it.

At the start of the exercise the facilitator tells participants that the most important rule in the next exercise is that they have "permission to pass" i.e. if they do not want to share with the group then they have the right to say "no".

Facilitator asks each participant to close their eyes and to try and visualise their life as a chest of drawers with 3 drawers, one at the top, one in the middle, one on the bottom.

The facilitator then asks participants to open the top and place in it details of their life which are happy to be in the public domain for example name, date of birth, domestic circumstances.

The facilitator asks everyone to raise one hand when they have placed some information in the top drawer. Once this is done the facilitator asks people to share with the rest of the group what they have put in their top drawer.

The facilitator then explains that the information that is put in the middle drawer which is information which you don't mind sharing with most people but you wouldn't necessarily tell people for example the names of your children, your work history, family history etc. Again the facilitator gives participants some time to mentally place the information in the middle drawer and asks them to raise their hand when they have done this. The facilitator then asks specific people if they would like to share with the rest of the group reminding participants that they are entitled to say no if they want. It is envisaged at this point that there will be some people in the group who are happy to share with the rest of the group.

Finally, the facilitator asks participants to close their eyes again and open bottom drawer of the chest. In this drawer they are asked to put in details of their lives which they would prefer to keep a secret. Their closest friend, partner, or family member may be the only person who knows this about us, or maybe nobody does.

The facilitator gives participants to consider what this might be and asks people to raise their hands when they have put something in the bottom drawer.

The facilitator waits until everyone has raised their hands and then asks the co-facilitator or primed volunteer (ONLY) if they would like to share what is in their bottom drawer.

The volunteer and answers "no" and the Facilitator makes it clear that they had already been told to say no, and that they won't be asking anyone else to share what is in their bottom drawer.

The facilitator then asks the other participants:

- How they felt when they thought they might be asked what is in their bottom drawer?
- What they wanted to do?

#### **Summing up**

Facilitator draws comparison between what we felt like and wanted and what we see as challenging behaviour, querying how often it occurs when people are scared and have no control. Then facilitator looks at normal service responses and asks why does this not work and how different they are from what we needed when we were in similar situations.

#### VOCATIONAL ACTION PLANNING AND EMPLOYER ENGAGEMENT

#### Exercise 5: Job Matching Exercise (see appendix D, E, and F)

This exercise will challenge participants to consider the requirements of an individual with mental health problems who is requesting support to find work. It raises awareness of making assumptions, personal values and the need to be non-judgemental.

This will help you to

- Understand people as an individual and what skills and competences they have.
- Empathy
- Belief that people with mental health issues should be supported to access mainstream employment opportunities
- That it is there role to support the person experiencing mental ill health to overcome the barriers to employment and to help break down stigma and prejudice that they face in the workplace.

You will need: Case studies of hypothetical individual and employers

**Group:** 3-15

Individual: No

**Time Needed:** 30 – 45 mins depending on group

**The Exercise:** Facilitator introduces case study of hypothetical individual and asks group to discuss this person and what they know of them. Facilitator then gives out profiles of 3 companies and asks the group to discuss which company would be the best job match for the individual and why.

#### HYPOTHETICAL INDIVIDUAL REQUIRING A JOB

Josephine is a 28-year-old lady who first became ill in her late teens. Josephine has recently moved in to supported accommodation but previously lived at the family home on the other side of the city. Mum is very possessive about her and tries to control a lot of her decisions. Josephine is very close to mum but doesn't see her as much due to the distance now between them since the move. Dad has not been on the scene for 10 years. All brothers and sisters have been asked to leave the home due to drug related problems.

To date Josephine has had 3 short-term admissions to hospital all for paranoid episodes were she expressed ideas of harming herself and her mum.

Josephine attends the day centre 5 days a week on a drop in basis. Her length of stay will depend on her mood daily. When not at the centre she spends much of her time sleeping through the day listening to music. In the past neighbours have complained about the level

Josephine's music is played at. She is a heavy smoker 30-40 per day and an irregular drug user, usually using heroin but will take anything on offer. When asked about her drug use, she says she does it through boredom. Josephine gets her drugs supplied on tick and currently owes £300 to a local dealer.

One of the support workers from her supported housing has said on the whole Josephine is coping well living on her own but seems to always have no money and is struggling with the organisation of paying her monthly bills.

Josephine has learned to distrust mental health professionals intensely. Staff from the residential agency who know Josephine well say she is difficult to work with. She dislikes people having meetings without her being present and is fiercely independent. On several occasions this has caused problems as she has refused to comply with requests to continue with her prescribed medication. She doesn't see herself as having a mental health problem, but does enjoy working with the automatic knitting machine and is proud that one of her pullovers was recently sold at the Sunday morning car boot sale, held each week in the day centre car park.

Josephine has a very vulnerable nature and makes it hard for herself to make friends, mostly due to the bizarre ideas she openly expresses to people in conversation.

Josephine has expressed she would like to get full time work and come off benefits altogether. She has worked full time in the past and has had several different jobs, none of which have lasted longer than a few months. The most recent job was 1998, which lasted a few weeks in a call centre, but she didn't like it. She says the most enjoyable job she has had was working in Index during the Christmas period.

#### EMPLOYERS FOR JOB MATCHING EXERCISE

#### Employer 1 – Rotherfield Plastics.

Rotherfield Plastics is a high profile company recently set up in new premises in Liverpool. The subject of a recent Business World article, they have been recruiting extensively to staff their new plant. The article also highlighted the new dynamic recruitment procedure they introduced 6 months ago. As well as a medical, all staff must agree to undertake a drugs test and random drugs testing takes place on a regular basis.

Rotherfield Plastics have acquired a reputation for their commitment to intensive staff training and each factory unit has an onsite training block, equipped with modern lecture suites and the latest audio-visual interactive technology.

The working environment in each factory unit is spacious, well lit, and clinically clean. Each employee works at a bench separated from the next by 2 metres with a quiet, efficient

atmosphere prevails and movement around the shop floor is kept to a minimum.

The recent growth and expansion of Rotherfield plastics, has been due largely, to the success of the Artypen. The Artypen has become the latest schoolchild craze, and sales currently outstrip the capacity to produce. This has resulted in a recruitment drive for Artypen assemblers. The main responsibility of an Artypen assembler, is to assemble Artypens from 42 constituent parts. Other responsibilities include, collecting components from the parts department, recording the number of Artypens assembled and placing them into batches of fifty.

In each factory drinks are available from a machine in the canteen. The company discourages formal tea breaks, employees are expected to collect their own drink from the machine and return to their bench. With high productivity incentives and relatively low basic wages, this seems to happen infrequently.

Rotherfield Plastics have no history of employing disabled people, but their recruitment advertisements indicate that they are, "working towards", becoming an equal opportunities employer.

#### • Employer 2 – Dog and Bone Phone Company

The Dog and Bone Phone Company is a small, Liverpool based subsidiary of a large telecommunications company. They specialise in the latest small, portable mobile phones for the luxury market. Established in the early 80's growth has been steady but in the last 2 years they have seen a rapid increase in sales and the corporation has expanded throughout England.

The Dog and Bone store has a front of house reception where goods are sold over the counter to the general public. It also has a large warehouse facility at the rear where stock is kept. The company has several big long-term contracts with organisations such as the NHS, City Council, Water Board etc. These organisations regularly order large quantities and these orders are dispatched and delivered on a daily basis.

The company often recruits for warehouse staff, having the capacity to employ approximately 50 at any one time. They have a small number of employees on the shop floor and have 3 supervisors who are based in the offices upstairs. On occasions supervisors have to spend time on the shop floor. The work environment, at all times, is extremely busy and staff are expected to work to deadlines. Each worker is responsible for recording the collection of their own stock from the stores, ensuring the collation and coding of orders, checking order sheets and delivering all completed goods to the correct area within the warehouse, prior to dispatch. Workers are, on occasion, also expected to assist with the loading and unloading of wagons within the designated bays.

Staff work on a shift rota basis and their hours can be any time between 6.30am – 10.00p.m. Most staff work on a part time basis, usually up to 20 hours per week.

The workforce is predominately young, with the average age ranging from 18-35. They have a high turnover of staff as they recruit a lot of students and working mum's etc., who the hours usually suit best. The Production Director is a friendly approachable man who has a strong interest in equal opportunities. The company has recently been awarded "Investors in People" by Merseyside Training and Enterprise Council due to the onsite NVQ Training now being offered to all staff in both Warehousing, Customer Service and Fork Lift Truck Driving

#### Employer 3 – Wicklows

Wicklows are a medium sized knitting firm. A long established company, proud of its family firm ambience it has a workforce which displays an uncommon loyalty. Very low staff turnover has resulted in the majority of the predominantly female workforce, now being in their late fifties.

Vacancies arise as people retire. The company has a steady order book and consistently achieves steady profits.

The working environment on the shop floor is noisy, cluttered and busy. People seem to dash from job to job, much chatting and laughing goes on as people move about. The company is currently seeking to recruit a Machinist, whose role, according to Mrs Dewer the shop floor supervisor, is, "Basically operate a knitting machine, but it could be anything really, sorting wool, packing, unpacking, sewing buttons on, anything, we really don't know what we'll be doing until each day begins". Mrs Dewer prides herself on being "Strict but fair", with "Her ladies".

The company has only recently begun to think about formal equal opportunities policies and fair recruitment practices, when asked about employing people with disabilities, the production manager recalls, "We used to have someone here who had epilepsy, she worked well, learned quickly and was well liked".

#### **Summing up**

Facilitator draws together mains points of discussion and asks each group member to choose a company. Facilitator points out there are no right answers but that job matching is not an exact science and to be aware of own assumptions and prejudices when supporting someone into work.

#### JOB PLACEMENT AND ONGOING SUPPORT

#### Exercise 6 Supporting People in Work (see appendix G, H, and I)

This exercise will challenge participants to consider the support and learning requirements of an individual with mental health problems who is starting work. It provides practitioners insight and information about the principles of systematic instruction and gentle teaching, helps them consider the needs of both individual and employers, and ultimately provides useful workshop which can be transferred to real life case studies.

#### This will help you to

- Understand people as an individual and what skills and competences they have.
- Empathy
- Belief that people with mental health issues should be supported to access mainstream employment opportunities
- That it is there role to support the person experiencing mental ill health to overcome the barriers to employment and to help break down stigma and prejudice that they face in the workplace

You will need: Case studies of hypothetical individual and employers (

**Group:** 3-15

Individual: No

**Time Needed:** 30 – 45 mins depending on group

**The Exercise:** Facilitator introduce the history of Systematic Instruction and the principle of 'try another way'. Facilitator then introduces system of job analysis and workplace training and support plans.

Facilitator lead group discussion on hypothetical individual starting work to identify challenging behaviours that may be anticipated for this person starting work.

Split into small groups and in each group, using the template design a support plan which would facilitate acquirement of work based skills and include a support plan for any challenging behaviour.



#### HYPOTHETICAL INDIVIDUAL STARTING WORK

Josephine is a 28-year-old lady who first became ill in her late teens. Josephine has recently moved in to supported accommodation but previously lived at the family home on the other side of the city. To date Josephine has had 3 short-term admissions to hospital all for paranoid episodes were she expressed ideas of harming herself and her mum.

Josephine has been described by staff as having challenging behaviour, namely:

- non-compliance with medication;
- singing loudly to music playing on her headphones whilst ignoring staff instructions;
- becoming verbally aggressive when unable to chain smoke;
- occasionally becoming physically aggressive when challenged or refused a cigarette

Josephine has a very vulnerable nature and this makes it hard for her to make friends, mostly due to the bizarre ideas she openly expresses to people in conversation.

You have been supporting Josephine to look for work for nearly 6 months and have finally secured employment as a Warehouse Assistant in a company that dispatches mobile phones. The job entails the following key tasks:

- recording the collection of stock from the stores,
- ensuring the collation and coding of orders,
- checking order sheets and delivering all completed goods to the correct area within the warehouse, prior to dispatch,
- assisting with the loading and unloading of wagons within the designated bays.

Josephine will be working on a shift system between 6.30 am and 10 pm for 20 hours per week over 3 days. The warehouse is extremely busy and though supervisors are available they have offices upstairs. Staff are expected to work to deadlines and the whole warehouse is extremely busy, break times are very tightly controlled and staff must clock in and out each time they take a break.

# Employee Training and Support Plan

Company Name				Emp	loyee			
Company Address	Employment Advisor							
	Job T	itle						
	Start	Date						
Telephone	Hour	s of W	/ork					
	Sun	Mon	Tue	Wed	Thur	Fri	Sat	
Fax								AM
5.44 11								PM
E-Mail								Eve
Contact Person One								Night
								Total
Contact Person Two								

Disability/condition	
<b>Brief Summary of Duties</b>	
Date Job Analysis Commenced	Date Job Analysis Ended



		Content
Routine	Inventory	Analysis
	Complete	Complete





## Wellness at work – employees who have fluctuating mental or physical disabilities

Condition has the following impact at work:
Support needed to stay well at work:
Early warning signs:
Larry Warring Signs.
Steps to take when Employment Advisor sees the early warning signs:
For example what to do, who should do it and how quickly should it be done:

Signs that person is becoming very unwell:	
Character to be if marrow becomes your unwell.	
Steps to take if person becomes very unwell:	
For example what to do, who should do it and how quickly should it be done:	
When things are breaking down. The following symptoms are indications	that I am not
well enough to be at work and my emergency contact list should be used	

Specific Key Responsibilities of Employment Advisor
Potential Limitations for Employment Advisor/Coaching Input
Potential Difficulties in Fading Support

# Keeping in touch

If absent from work on sick leave or for a reason relating to disability work should keep in contact in the following ways:

Who will contact whom?
How will contact be made? (email, telephone, text, letter, Minicom)
How often? (daily, weekly, monthly)
When? (preferred day, preferred time)



#### **Reasonable Adjustments**

Any other reasonable adjustments not already outlined within this support plan?

Adjustment	Implementation date

#### **Summing up**

Groups feedback their support and training plans and facilitator lead whole group discussions bringing attention the different values and IPS principles that the training plan underpins for example

- ✓ **Understand people as an individual**, and develop and implement an individualised package of support
- ✓ Belief that people with mental health issues should be supported to access mainstream employment opportunities.
- ✓ That it is there role to support the person experiencing mental ill health to overcome the barriers to employment and to help break down stigma and prejudice that they face in the workplace

#### Conclusions

This module is designed to be flexible in its use in order to bring about the following objectives:

- Employment Service Managers can use it as part of the induction process of staff to ensure that the values and beliefs that they hold fit with the service's values and beliefs.
- Employment Advisers themselves can carry out the exercises to develop their knowledge, skills and competences to ensure that they are working in a way which demonstrates to the person with mental health issues that they hold the beliefs, values and principles detailed above.
- Employment Advisers can use some of the exercises contained in this module with their learners in order to get to understand motivations and job preferences.

This module should be used in conjunction with the other EQUIL training modules:

Skills and Experiences for Employment Advisers;

Working with Employers;

**Co-production manual.** 

For more information about EQUIL, including full English version of the modules and other helpful tools etc please go to: <a href="http://www.equilcoproduction.eu/">http://www.equilcoproduction.eu/</a>



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