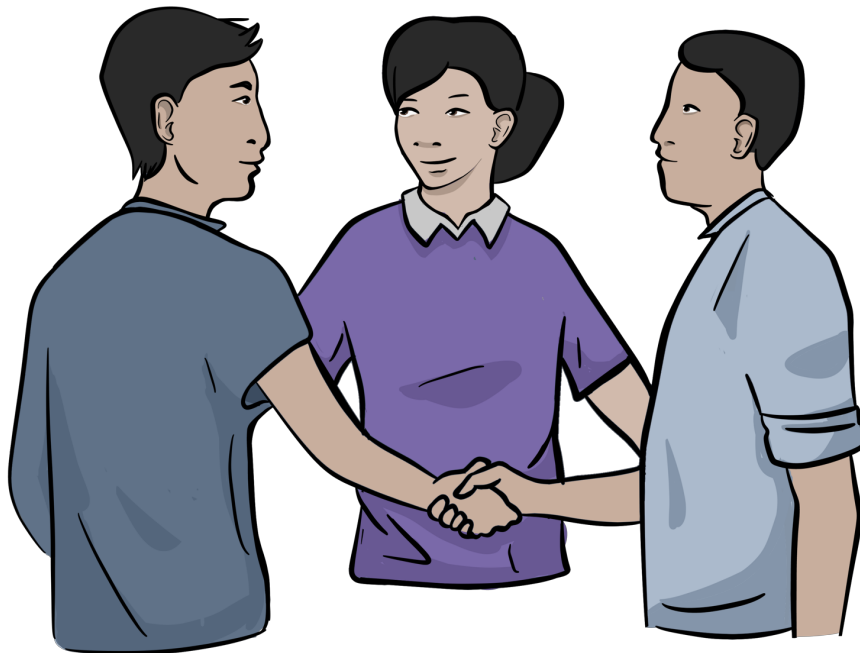


TRAINING MANUAL

Job Placement Coaches for people with disabilities



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INTRODUCTION

Introducing the topic

Nowadays, people with disabilities are not viewed as vulnerable individuals to be pitied, who require protection and care. They are seen as individuals who have rights, including the right to education, vocational training and employment. This right to meaningful, decent work is guaranteed in several international agreements. And it has been repeatedly proven by employers that, with preparation and training, the overall performance, productivity and safety records of people with disabilities is on par with those of their non-disabled peers.

According to the 2014 Myanmar Census, out of a total of 50.3 million people, 2.3 million people (4.6% of the population) are disabled, many of whom have little or no access to a job (MCRB 2018). The Census shows the following.

- 3 million people have difficulties in one or more of the four functional domains (seeing, hearing, walking and remembering or concentrating)
- 7% of males and 32% of females who have a disability are illiterate.
- 7% of males and 39% of females with

a disability have no access to education.

- Only 29% of males and 15% of females with moderate/severe walking disabilities are in the labour force.
- Only 30% of males and 21% of females with moderate/severe disabilities relating to remembering and concentrating are in the labour force.

These rates may be under-reported, as disability is a sensitive issue in Myanmar culture (MCRB 2018).

This training manual aims to help in changing the above situation. It has been developed by Enablement (the Netherlands) in close collaboration with



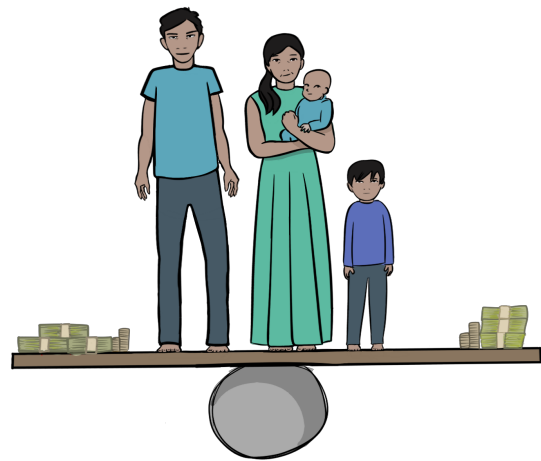
the Leprosy Mission Myanmar (TLMM) as part of a project funded by DFID through the DANA-facility in Yangon, Myanmar. It is intended to be used by Job Placement Coaches (JPCs) who will be trained to help people with disabilities to become employed. Job-seeking skills are the same for both disabled and non-disabled persons since they need similar competences but people with disabilities face specific barriers that need to be taken into consideration.

Focus on formal employment

The focus of this training manual is on the formal labour market. Informal employment is highly prevalent in many low-income countries. This includes casual and temporary workers, day labourers and domestic workers, small business owners, unpaid family employees and workers in household enterprises and other small firms. Formal employment involves all jobs with regular working hours and wages and:

- are recognised as sources of income on which income taxes must be paid;
- offer employees benefits such as housing subsidies, pensions and unemployment benefits;
- offer employees and employers legal protection.

Informal and formal employment constitute two ends of a continuum. The share of informal employment in most low-income countries is usually very high. While most people, disabled or not, find employment in the informal sector, it is of utmost importance to increasingly develop formal employment because it offers employment benefits, including legal protection and a stable source of income.



Objectives of the training

This 2-week training programme has the following objectives.

1. To enable trainees to understand the barriers that people with disabilities face in work and employment.
2. To help trainees to build skills in finding (creative) solutions for challenges faced by people with disabilities.
3. To ensure that trainees will have the competences to work as job placement coaches for and with people with disabilities.

Structure of the manual

The main part of the manual consists of the four steps that you will take as a job placement coach (JPC), namely, (I) assessment or intake, (II) sensitisation and/or advocacy, (III) matching and placement, and (IV) coaching and follow-up. These steps are illustrated by figure 1, which visualises the final handshake when both the employer and your client are satisfied with their match. For each step, we will consider the side of (1) the

employer and co-workers, (2) the client and his or her social network, and (3) the job coach (you). Each part will also refer you to useful forms, documents, role plays, case studies, and/or assignments, all of which you can find in the appendices.

We hope that this manual will function as a set of guidelines for those who wish to contribute to a society that becomes more egalitarian, i.e. a society where people with and without disabilities have the same rights and responsibilities.



STEP I. ASSESSMENT



Objectives

1. To gain insight into the needs and hesitations of the potential employer.
 2. To gain insight into the internal and external resources of your client.
 3. Developing a database on potential employers and your clients.
-

1. Assessment of the potential employer

In most cases, it is easier to work with potentially interested employers and match them with your client database than to find an employer that matches one specific client. This chapter will teach you how to find these employers, what employers are looking for, how to prepare for a visit with employers, what such a visit involves, and what follow-up you need to carry out.



1.1 Finding employers

As a JPC, you need to develop an idea of the labour market, of potential job opportunities that exist and interested employers. In other words, you need to

map employment opportunities and develop a database of existing and interested companies and businesses. It is essential that you are open to all sorts of opportunities that may exist, or create opportunities yourself. Jobs for people with disabilities are and should not be limited to simple or common jobs. Table 1 below indicates the range of jobs that people with different disabilities hold in various countries.

The following strategies could help you to identify potentially interested employers.

- Consult your own network. Do you know any employers, managers or people working in companies or organisations that could help you?
- Consult the network of your client(s). They may have family members or acquaintances who could provide an introduction to an employer.

- Consult non-governmental organisations (NGOs) and ask for their experience and support in job placement.
- Consult disabled people's organisations (DPOs) and ask for their support and advice.
- You might want to assemble an advisory group who could help you with finding and approaching employers. It could consist of community leaders,

NGO staff, people with disabilities who are already employed, people from rotary clubs, and businessmen and -women.

Appendices

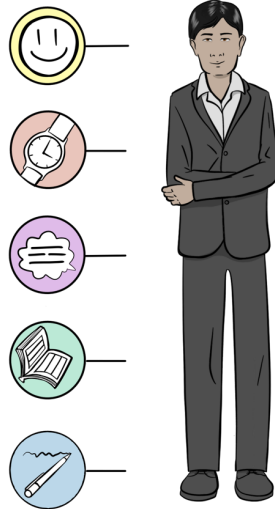
- Assignment 1. mapping your own network
 - (i) Organisations in Myanmar working with people with disabilities
-

| Job/function | Country | Disability |
|---|--------------|----------------|
| Maintenance officer at Regency Palace five-star hotel | Jordan | Deaf |
| Computer teacher | India | Physical |
| Security Guard | Hong Kong | Psychiatric |
| Scorpion raising and peer trainer | China | Physical |
| Grocery and general store owner | Malawi | Blind |
| Insurance salesman | South Africa | Epilepsy |
| Farmer and basket weaver | Cambodia | Mobility |
| Founder and trainer Sao Mai Computer Training Centre | Vietnam | Blind |
| Animal rearing and agricultural product salesman | India | Intellectual |
| Hearing aid manufacturer | Jordan | Deaf |
| Fisherman and treasurer of Union of the Blind | Malawi | Blind |
| Market stall holder | Zimbabwe | Wheelchair |
| Receptionist at Melia five-star hotel | Vietnam | Mobility |
| Screen and press printer | India | Cerebral Palsy |
| Soybean milk making and selling | Cambodia | Blind |

Table 1. Examples of jobs held by people with disabilities

1.2 What employers look for

When you want your client to find a job that is satisfying to both her/himself and the employer, it is important to know what employers are looking for.



According to a study by the Chartered Management Institute UK in 2011, managers:

- look for
 - personal presentation 66%
 - qualifications 61%
 - ambition 50%
 - wider 'non-professional' experience 36%
- experience problems with
 - attitude and ambition 66%
 - workplace skills 63%
 - discipline and punctuality 61%
 - literacy 58%
- value skills in
 - communication 92%
 - planning and organising 62%
 - customer service 56%
 - decision making 29%

This study teaches us that, even when your client does not have the best educational background or work experience, there are many other things he/she can do to become attractive to an employer. Your client should be able to present him or herself well. This means that (s)he is well-dressed, has good personal hygiene, speaks clearly and confidently, is aware of existing norms and values, has good manners, and is able to promote him or herself. Your client should be motivated and display a positive attitude towards the employer, the company and the job profile. He/she should be on time for an interview, bring the right documents, and have



knowledge of the work place. A person who has little education and/or work experience should work harder to make a good impression.

It is important to know the employer's point of view as you are not asking for charity, but for a job (ILO, 1997). You should take employers' concerns seriously and be prepared to address their

questions, hesitations and concerns. Resistance to hiring a client with disabilities often results from certain beliefs about such people. The challenge of the JPC is to reverse the resistance of the employer. Do NOT avoid resistance but try to concretise and reverse it by using one or more of the following strategies.

- **Anticipate:** Try to avoid resistance by highlighting the client's positive experiences and characteristics.
- **Individualise:** Avoid general images but explain the individual client's specific competences.
- **Normalise:** Explain that the discussion is not personal, but a business conversation about a client, work and the market benefits of employing the client.
- **Compensation:** Ask the employer to define the nature of his resistance, and search for compensation possibilities. However, maintain realism and don't promise what you can't realise!

Appendices

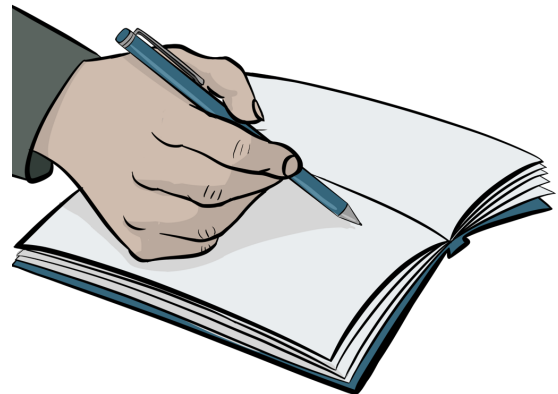
- Role play 1: reverse resistance (see 1.2)
- Case study 1: persons with disabilities seek jobs not charity

- Case study 2: Khin Nilar Win's story with KBZ Bank
 - Assignment 2: making a good first impression
-

1.3 Preparing for a visit

In making the first contact with potential employers, it is important to speak with the right person, namely the one who makes decisions about hiring workers. Before establishing the first contact, you should ideally have gathered the following information.

- The name of the director/manager of the company or business.
- What the company or business is doing.
- How many people are employed there.
- What employees there do.



When it is time to establish the first contact, ensure you cover the following.

1. Introduce yourself.
2. Explain briefly what you want to talk about and what you do. Practice this a

few times before approaching the employer.

3. Explain that you are aware of the employer's time constraints and state how long you expect the meeting to take.
4. Agree on a specific date and time to meet (ILO 2008).

It is also important that you know how to address question and arguments against hiring people with disabilities (see also step II).

Appendices

- Role play 2: making an appointment with a potential employer
 - Assignment 3a: preparing a one-minute pitch
-

1.4 Visiting an employer

When you finally meet the employer, ensure that you do the following.

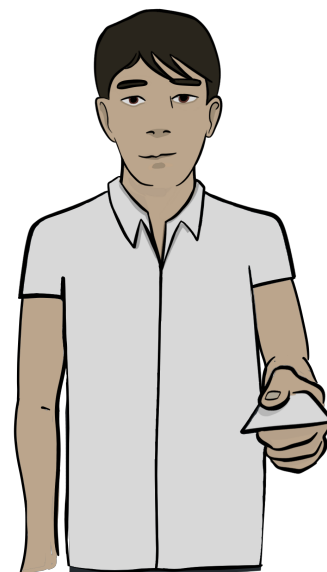
- Introduce yourself (optional: present your card with personal details).
- Indicate the purpose of your visit. You should practice this before meeting the employer. Ensure that your message is concise and clear.
- Not talk all the time: ask questions and listen to answers instead. Try to

understand the employer's point of view, respect this, and work from there.

- Be aware of time. Don't ask too much of the employer.
- If the employer is not directly welcoming towards your message, stay polite and "keep the door open" by indicating that you:
 - are always available;
 - can provide more information;
 - wish to cooperate.
- Make concrete agreements about next steps (see follow-up).
- Express your thanks for the meeting (ILO 2008).

If it is an appropriate moment and you have sufficient time, fill-out the Job Analysis Form (ii) together with the employer. If there is not enough time, or the employer is not ready for this, try to fill out the Job Analysis

Form (ii) at a subsequent meeting.



Appendices

- Role play 3: meeting a potential employer
 - Assignment 3b: preparing a two-minute pitch
 - (ii) Job Analysis Form
-

1.5 Follow-up

It is important to follow up with employers after the initial visit. You should offer further assistance to help him/her, as well as your client, to find an appropriate candidate for the job. Additional assistance can be provided to remove barriers and solve problems so as to ensure that people with disabilities get jobs and keep them.

The type and extent of follow-up will differ



according to the result of the meeting and may include the following.

- Offering to provide further information (for example, on financial incentives, quota laws).
- Offering to organise a sensitisation workshop for co-workers.
- Discussing the organisation of an accessibility audit of the workplace. Emphasise that this could be helpful to other employees as well.
- Requesting a work trial period to show how people with disabilities could be integrated into the enterprise.
- Finding suitable disabled workers for the employer to interview.
- Offering coaching services after placement to ensure successful adjustment.
- Contacting community groups for assistance with transport, guidance and other services.

Appendices

- Role play 4: closing a conversation wel
-

2. Assessment of the client

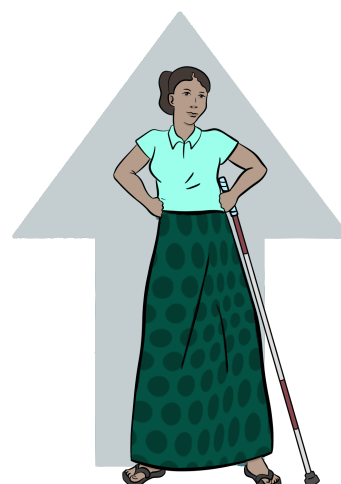
As you approach potential employers, you will need to do an intake and assessment of people with disabilities to get an impression of what you can offer them. This chapter explains how to do such an assessment and covers the following topics: (1) internal resources of the client, (2) external resources of the client, (3) how to perform the assessment.

2.1 Internal resources (competences)

Many people with disabilities miss out on education and training opportunities. Moreover, they may experience discrimination in their communities and be perceived as having little potential to earn a living. Consequently, they often miss the opportunity to build and practice essential skills, e.g. literacy and numeracy skills. They therefore lack confidence and work experience. Also, there are often no role models that can inspire and teach people with disabilities. It is thus essential that people with disabilities get the chance to practice their skills and increase their self-esteem (ILO, 2008).

But the development of skills alone does not guarantee success at work. Skills are

only part of the picture. Attitude and motivation are also crucial factors in employment - as was explained in Chapter 1. Companies value workers who take responsibility for their own development and are willing and able to learn new skills to match business needs. Addressing personal attitudinal issues is particularly important for many disabled people as the disadvantages they face frequently result in low self-esteem (ILO 2008).



Competences are combinations of knowledge, skills and attitudes. Four types of competences should be considered during your client assessment (see table 2).

Appendices

- Case study 3: Saw Win Phyu' story as an apprentice baker
 - Case study 4: developing core skills for work
-

| Type | Explanation | Examples | |
|------------------------------------|--|--|--|
| Functional competences | The functioning of one's body and mind in performing basic tasks | 1. Intellect 2. Energy 3. Concentration span 4. Mobility | 5. Communication (speaking, hearing) 6. Independence in activities for daily living |
| Social competences | The competences that we need for interaction with others | 1. Self-presentation 2. Team work 3. Connecting 4. Contact maintenance 5. Conflict management | 6. Negotiation 7. Feedback management 8. Assertiveness 9. Diplomacy or professionalism |
| Entrepreneurial competences | The competences necessary for a particular job or income-generating activity | 1. Vocational skills such as carpentry, tailoring, weaving, basket making, etc. 2. Computer skills 3. Marketing | 4. Ability to perform market analysis 5. Planning 6. Resource mobilisation 7. Bookkeeping 8. Risk assessment |
| Generic competences | These are sometimes called core or life skills and form the basis of other competences | 1. Self-esteem! 2. Self-reflection 3. Literacy and numeracy 4. Problem solving 5. Decision making 6. Goal setting 7. Comprehension of value of money and numbers 8. Reliability 9. Critical thinking | 10. Punctuality 11. Responsibility 12. Initiative 13. Planning and organising 14. Learning 15. Optimism 16. Friendliness 17. Persistence 18. Creativity 19. Openness to other views |

Table 2. Different types of competences

2.2 External resources (social networks)

In addition to internal resources, the client also has external resources at his or her disposal. These consist of formal, informal, social and professional networks such as family, friends and professionals. They are resources because they can provide

information and support. External resources also include practical resources, such as transportation and money that will help your client to be presentable and able to travel to the workplace. Supporting networks can be created through sensitisation (step 2) and can help your

client to get access to the practical external resources.



Because people with disabilities are frequently excluded from community activities, they often do not have (strong) networks. But these are important for building self-esteem, finding employment, using (public) transport, getting to know role models and mentors and developing different competences – especially social and generic competences. Community leaders are essential allies that often have access to resources such as non-governmental organisations. But people with disabilities can also form their own organisations and act to acquire essential competences (ILO 2008). A support system may include: family members, neighbours, friends, community members and peers – specifically other members of Self Help Groups (SHGs) or Disabled Peoples Organisations (DPOs). As a JPC, you can play an important role in building and using

networks for supporting people with disabilities in finding employment.

Supportive networks can:

- provide us with confidence;
- let us know that we are not alone;
- motivate us to act;
- provide information about job openings;
- and help us to arrange transportation

Appendices

- Case study 4: developing core skills for work
-

2.3 Performing the client assessment

The client assessment examines the internal and external resources of your client as well as their wishes regarding the type of job they want. Form ii in the appendix provides the format that should be used. A productive assessment however, requires more than just filling out the form. As a JPC you need to be aware of how you approach the client. The following tips should lead to a more open and positive assessment.

- Be sure that your client is ready and motivated for employment. Remember that ambition and motivation are

among the key ingredients employers are looking for!

- Listen carefully to your client.
 - Talk directly to your client, rather than through helpers or friends who may be present during the interview.
 - Make no assumptions and draw no quick conclusions about a person's abilities and inabilities. Many disabled persons can perform a wide range of jobs. Do not assume they can do only simple manual and routine tasks (such as packing and sorting). For many jobs, a disability is no obstacle at all to full and effective performance. It is only one aspect of a person's make-up - personality, motivation, training and natural talents are more important (ILO 1997).
 - Give your client time to express himself or herself.
 - Get to know the expectations of your client and check whether they are realistic. Don't make any promises you can't keep, but always be positive and encouraging.
- Set goals for employment together. This increases the chance that your client will act him/herself rather than completely relying on you. Encourage your client to decide for himself or herself.
 - Get to know what types of jobs (s)he is interested in and why (s)he has that specific interest. This could be helpful in convincing the employer to hire her.



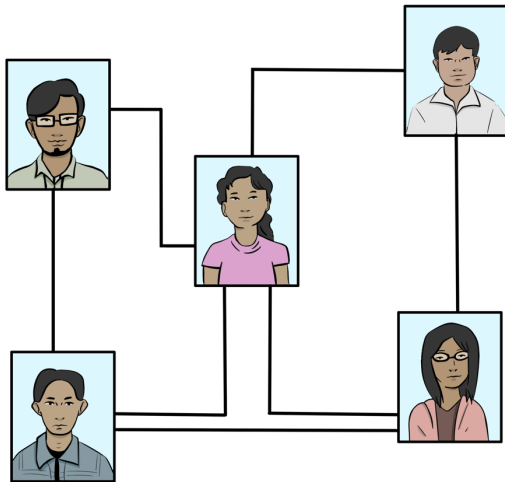
Appendices

- Role play 5: intake with different types of clients
 - Case study 5: David Luyombo from Uganda
 - (iii) Work assessment form
-

3. Data base management

A database of (potential) employers and clients can be an extremely useful tool for monitoring. This will help you in steps 2 and 3 where you need to convince employers

and find good matches between employers and clients. Forms (iv) and (v) in the appendices provide formats to use for your database. Your databases should be updated as regularly as possible and you should take it with you when you visit an employer.



Appendices

- (iv) Outline data base employers
 - (v) Outline data base clients
-

STEP II. SENSITISATION



Objectives

1. Employers and co-workers become aware of the rights and benefits connected with hiring people with disabilities.
 2. Clients become aware of their rights and more confident in seeking employment.
 3. Relatives of clients and community members become aware of the rights and benefits of employed people with disabilities.
-

4. Sensitisation of employers and co-workers

Potential employers and co-workers may hold strong beliefs about people with disabilities, including about the cause of their disability, their abilities, and their inabilities. A lot of those beliefs may be unfounded: they are often just well-known human reactions towards people who are different. As a JPC, it is your task to identify these beliefs (and resulting behaviours) and address them through advocacy and sensitisation activities.

4.1 Common beliefs about disabled workers

An employer might hesitate to hire a person with disability because of one or more of the following.

- **Potential slowness.** Sometimes the speed of working with a person with a disability is lower than with people without a disability. Their impairment may, for instance, limit their movements.
- **Beliefs and prejudices.** Employers may hesitate to employ a person with a disability because of prejudice. Co-workers might not like to work in a team containing a person with a disability who slows progress. There are also beliefs based on centuries of prejudice and discrimination against people who deviate from the 'norm'.
- **Potential costly adjustments and infrastructure.** There may be things that a person with a disability cannot do without assistance or adaptation of the workspace - such as the provision of a ramp or special desk or chair. For some people, special software needs to be purchased. These necessary

financial investments may be a reason for the employer not to hire people with disabilities.

Co-workers may have other reasons for not liking to have a colleague with a disability. Apart from slowing down the work, s/he might be incapable of performing certain tasks, so colleagues will need to assist him/her. This person might receive certain benefits and exemptions, which might be regarded as unfair. In the case of a person who is affected by leprosy, it could also be the direct fear for infection. Beliefs and prejudices may result in discriminatory actions, such as ignoring the person with a disability, not informing or involving her/him on important professional or social events or talking badly about him/her. Sometimes these prejudices can be removed via holding an information or awareness session about disability.

Appendices

➤ Case study 6: Ko Htet Htet's (male, 30)

4.2 Reasons to hire a person with a disability

There are persuasive reasons why employers should hire people with disabilities. These can be divided into business arguments and rights arguments.

Business arguments

- **Productivity and reliability.** Research has consistently proven that disabled people are as productive and as reliable as any other employees.
- **Unique skills and innovation capacities.** In living their day-to-day lives, disabled people have to find practical solutions to problems that challenge their creativity. As a result, they may develop transferable problem-solving skills that are invaluable in the workforce. They can contribute to innovation.
- **Attendance and loyalty.** Disabled people tend to have better work attendance records, stay with employers longer and have fewer accidents at work.
- **Ease.** Most people do not require adjustments at work and, where these are required, they generally cost little.
- **Staff morale.** Staff morale and team development are enhanced when businesses are seen to be good employers of disabled people.
- **Image.** Organisations accessible to employees with disabilities will be more accessible and appealing to all consumers.

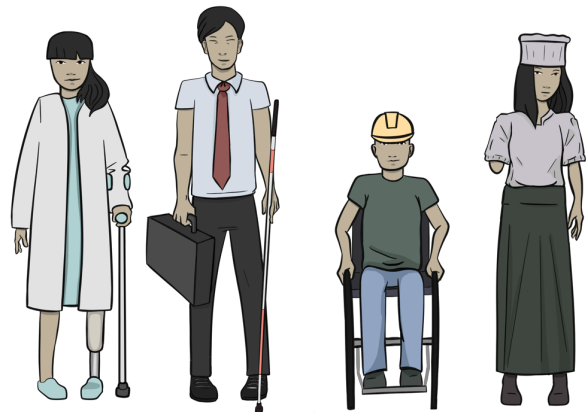
- **Experience.** Company surveys consistently conclude that those that have successfully employed disabled people are keen to employ more.
- **Potential customers.** Finally, people with disabilities, their families and friends are potential customers whose needs can best be fulfilled by companies that are familiar with the requirements of disabled persons

Sources: ILO 2008, MCRB 2018, and Reddy (date unknown).

There may be (perceived) disadvantages, but these are often easy to overcome while the advantages are many. Just because a person has an impairment does not make him/her less talented. Talent has nothing to do with disability. There are many examples of people who have worked very hard to overcome their disability. Employers should realise that people with disabilities can take their company to a different level of success.

The rights argument

All people, including those with disabilities, have a right to employment. In Myanmar, legislation exists to protect the right to employment of people with disabilities. As a JPC, you must be aware of the legal framework and, if necessary, be able to



refer to specific rules and regulations. Be aware, however, that rights are only truly useful when you can take someone to court who is violating that right. This may not (yet) be the case in Myanmar.

In December 2011, Myanmar ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). In 2015, the Government enacted the Law on the Rights of Persons with Disabilities, the legal instrument for compliance with the UN Convention. Chapter 10 of this law covers “access to employment for people with disabilities” and sets out obligations for employers. Draft by-laws/regulations are currently being discussed. The law in Myanmar require companies to employ a quota (percentage) of people with disabilities. Failure to meet quotas could result in fines, which will be used to create a fund for protecting the rights of people with disabilities. The law also provides for the possibility of tax incentives if an

employer employs more than the set quota of disabled people. A set quota for employment of disabled people has not yet been established (MCRB 2018).

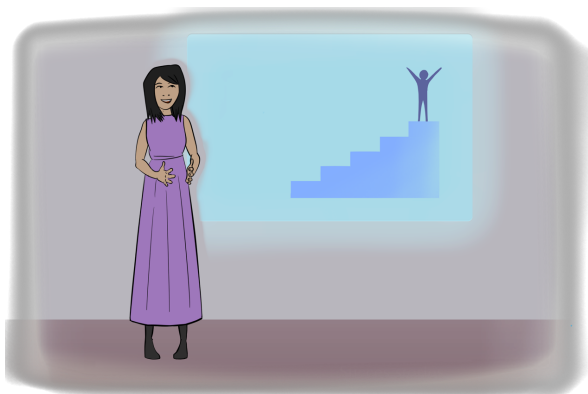
People with disabilities may also face violation of their rights while they are employed. This could be in the form of: having no formal contract, getting a lower salary than co-workers without disability, having no employment security, or being the first to lose their jobs (ILO 1997).

Appendices

- Role play 1: reverse resistance
 - Case study 7: Chang shin, Vietnam
 - Case study 8: Thet Paing Soe's story with Sule Shangri-La Hotel
-

4.3 Raising awareness with the employer and co-workers

Employers and co-workers may never have heard of the right to employment for people with disabilities. They may also be unaware of the benefits for companies, the



abilities and potential of this group, and the type of barriers that disabled employees may encounter. It is therefore important to find out to what extent these stakeholders need to be sensitised (= made aware of realities) and how this can best be done.

You could think about taking one or more of the following actions.

- Informing employers and co-workers about the right to employment.
- Convincing employers and co-workers about the benefits of employment for both people with disabilities *and* companies through disability awareness sessions.
- Informing employers and co-workers about success stories of disabled workers, or even better, having a local “employer champion” as a keynote speaker – someone who has direct experience of the employment of disabled people and can credibly articulate the “business case”.
- Persuading employers to see for themselves through work trials for disabled persons (ILO 1997 and ILO 2008).
- Setting up a panel of employers who have hired employees with disabilities

to discuss the benefits and challenges and how they were overcome.

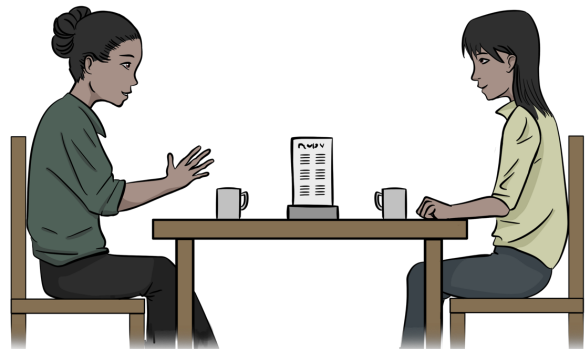
- Providing an opportunity for employers to meet some disabled persons informally, perhaps at a lunch or coffee break.

When you choose to advocate through a one-on-one meeting with a potential employer, it is useful to follow the guidelines below.

- Introduce yourself as a member of a group.
- Be friendly and warm.
- Give authentic praise for the work your host is doing.
- Introduce your concern by linking it to a concern of your host.
- Be clear about the message you want the other person to hear. Use the same phrase at least two or three times (e.g. we are concerned that deaf children should have equal access to education and believe there is a solution).

- Offer two or three facts about why this issue is so important and why it will help the people whose interests you are representing.
- Have a handout to leave with your host that is no longer than two pages.
- Thank your host for his/her time and say that you will get back to them for a response.

Appendices

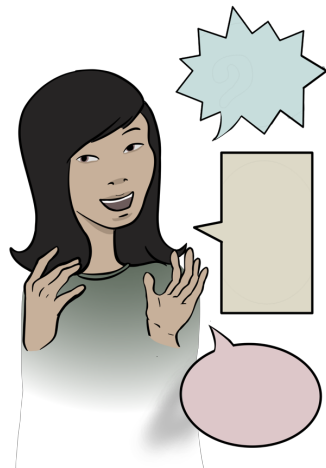


- Role play 9: introducing your client to the employer
 - Case study 9: accessible workplace for Min Min
-

5. Motivating your client

“People with self-confidence will usually have more success because they will take initiatives. They will try to find ways to develop their activity, while those lacking self-confidence will be waiting for someone to suggest an activity or offer a solution” (CBR Stories from Africa. What can they teach us?). From experience in the DaNa project, we know that clients’ lack of confidence is a real challenge to the JPCs, who need to learn how to build this confidence and encourage clients to take initiative and assume control over their lives.

An important aspect of self-confidence is an assertive communication style. People can use four different styles of communication. As a coach you should be able to identify these (see table 3). Once you recognise your client’s communication style, you can work towards



more assertiveness through individual coaching sessions and role play. There are numerous advantages to being assertive.

1. You'll have a better chance of getting what you want
2. More self-esteem
3. More control over your life
4. Less anxiety due to interpersonal conflict
5. Less chance of being used/taken advantage of
6. More ability to exercise your basic human rights
7. Respect and admiration from others
8. Respect for yourself and others
9. Develop healthy relationships
10. Get things done
11. Prevent conflict

Appendices

- Role play 6: practice communication styles
 - Role play 7: practice coaching on communication styles
 - Case study 10: Mr Anh in Vietnam
-

| Style | Explanation | Result | Typical messages |
|---------------------------|--|--|---|
| Passive | Individuals who avoid expressing their opinions or feelings, protecting their rights, and identifying and meeting their needs. | <ul style="list-style-type: none"> • Fail to stick up for themselves • Allow others to infringe on their rights • Fail to express their feelings, needs, or opinions • Tend to speak softly or apologetically • Avoid eye contact and maintain slumped body posture | <ul style="list-style-type: none"> • “I’m unable to stand up for my rights.” • “I don’t know what my rights are.” • “I get stepped on by everyone.” • “I’m weak and unable to take care of myself.” • “People never consider my feelings.” |
| Aggressive | Individuals who express their feelings and opinions, and advocate for their needs, in a way that violates the rights of others. | <ul style="list-style-type: none"> • Try to dominate others • Criticise, blame, or attack others • Have low frustration tolerance • Speak in loud voices • Do not listen well • Interrupt frequently • Use “you” statements | <ul style="list-style-type: none"> • “I’m right and you’re wrong.” • “I’ll get my way no matter what.” • “You’re not worth anything.” • “It’s all your fault.” • “You owe me.” • “I own you.” |
| Passive-aggressive | Individuals who appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way. | <ul style="list-style-type: none"> • Mutter to themselves rather than confront the person or issue • Have difficulty acknowledging their anger • Use facial expressions that don’t match how they feel • Use sarcasm • Appear cooperative while purposely doing things to disrupt | <ul style="list-style-type: none"> • “I’m weak and resentful, so I sabotage, frustrate, and disrupt.” • “I’m powerless to deal with you head on so I must use guerrilla warfare.” • “I will appear cooperative but I’m not.” |
| Assertive | Individuals who state their opinions and feelings clearly and advocate firmly for their rights and needs without violating the rights of others. | <ul style="list-style-type: none"> • State needs, wants and feelings clearly, appropriately, and respectfully • Use “I” statements • Listen well without interrupting • Have good eye contact • Speak in a calm and clear tone of voice • Have a relaxed body posture • Stand up for their rights | <ul style="list-style-type: none"> • “I am confident about who I am.” • “I have choices in my life and consider my options.” • “I speak clearly, honestly, and to the point.” • “I can’t control others, but I can control myself.” • “I respect the rights of others.” • “I take responsibility for..” |

Table 3. Four communication styles. Source:

6. Sensitisation of relatives and community members

It is useful to map who – in the network of your client – is providing what kind of support. When families or communities are not supportive, we need to find a way to change their role and attitudes. Families may be overprotective and not see the need for, or benefit of, their disabled family member going to work. Communities may hold the idea that disabled people cannot do anything and had better stay at home. When you experience such stigmatisation, you could take some action.

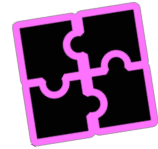


- Involve the family in helping your client to find employment.
- Meet with community leaders and key persons and raise awareness about the importance and benefit of employment for people with disabilities. A disabled worker could serve as role model to convince community members.
- Connect your client with, or set up, a self-help group or group of people with disabilities who can motivate each other to find employment.

Appendices

- Role play 8: dealing with non-cooperative family members
 - Case study 10: Mr Anh in Vietnam
-

STEP III. MATCHING



Objectives

1. To learn how to select a client for a job position.
 2. To learn how to connect your client with an interested employer.
 3. To learn how to conduct an accessibility assessment at the workplace.
-

7. Selection

When a potential employer is interested in hiring one of your clients, you need to look into your client database and find the best match. Intuition will take you a long way in finding it but you will need to convince the employer on why a specific client suits him/her. Ensure that the first placement you make is a good one, so as to encourage the employer to hire other disabled workers. The following points are important to consider and to match with your client's internal and external resources.

- Work days and hours
- Main tasks of the job
- Physical aspects of the job

- Intellectual aspects of the job
- Social aspects of the job
- Interaction with co-workers
- Interaction with customers
- Accessibility of the workplace
- Nature and extent of supervision



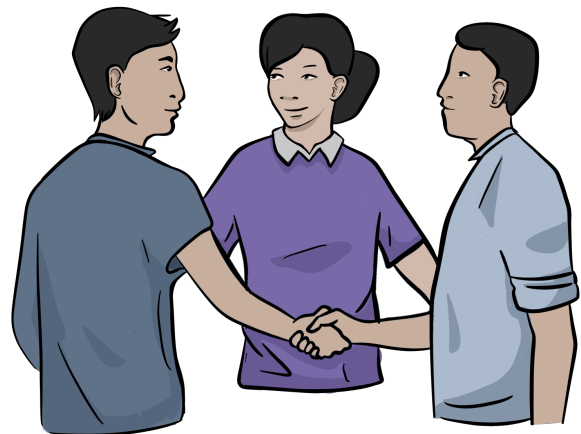
8. Introducing your client

When you've found a good match, you need to explain things to the selected client and investigate his/her level of interest in working with this specific employer. If he/she is not interested or motivated, you should probably look for a better match to prevent disappointment on the part of all stakeholders. You then need to mediate between the client and employer and facilitate the placement. Make a list of arguments why you think this client is the best match with the employer's needs. Concrete arrangements need to be made between you as coach, your client, and the employer regarding the following.

- **Employment.** Type and duration of work, conditions, probation, need for assistive devices and adaptation at the workplace (chapter 9).
- **Goals.** Personal and professional goals in relation to the work agreed to by your client and the employer (chapter 10).
- **Coaching and evaluation.** Type and duration of coaching by you and the appointed person at the job (chapter 11).

Matching the jobseeker and job is an easy task, but it is not always possible to make a perfect match and compromises may need to be made if your client lacks work experience or required competences.

Where a disabled jobseeker lacks experience and training, you may be able to convince the employer to give the person a work trial, so s/he can acquire experience and skills (ILO 1997). In any case, always make sure that your client is presentable when visiting the potential employer (chapter 1.2) and makes a good first impression.



Appendices

- Role play 9: introducing your client to the employer
-

9. Assessing transport and the workplace

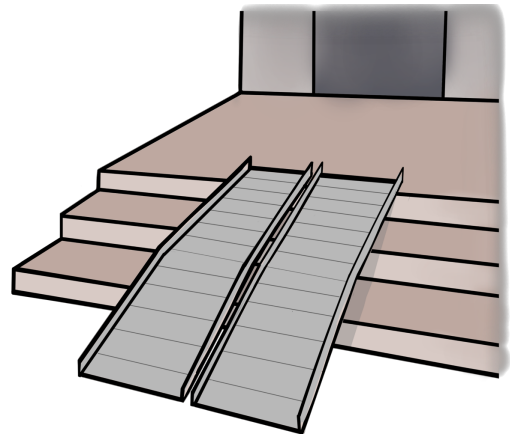
A person with a disability might need adjustments to the workplace for him/her to be able to function. This might be a reason why the employer is hesitant to hire him/her - the general thought is that this involves high costs. Find out what actually needs to be adjusted – if anything – and how much it will cost. This will probably show that this issue can easily be overcome. Apart from assessing the accessibility of the workplace, you also need to consider how your client will travel to the workplace.

9.1 Accessible workplaces

Accessibility audits

Accessibility to the workplace is a right shared by all people. Reasonable accommodation is a term that is used for any change or adjustment to a job, the work place, or the way things are done to allow a disabled person to function (MCRB 2018, page 9). The following are examples of reasonable accommodations.

- **Physical changes.** Installing a ramp or modifying a workspace, such as adjusting table height or creating wider doorways.



- **Assistive technologies.**
Special software for screen reading or videophones.
- **Accessible communications.**
Providing sign language interpreters or large print materials.
- **Policy enhancements.**
Allowing a guide dog or adjusting work schedules.

An accessibility audit is carried out to identify the accessibility of a place, building or service for different groups of people. Most focus on physical accessibility, but social accessibility is as important. Enabling accessibility:

- is important to everyone, including, for example, pregnant women, the elderly and people travelling with children;
- does not necessarily require a large budget;

- and involves dealing with both physical barriers and barriers caused by lack of awareness, stigma and other forms of social exclusion.

Appendices

- (vi) Accessibility audit the workplace
-

Costs of reasonable accommodation

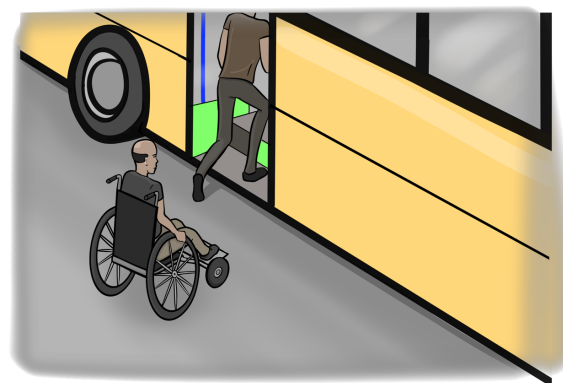
Businesses and employers are often concerned that 'reasonable accommodations' could be costly. But studies show that costs associated with disabled workers were minimal and, in many cases, zero. They were thus worth the expense when compared with positive benefits such as increased retention rates and employee motivation (MCRB 2018, page 9). In most cases, disabled persons can be installed without major changes to the workplace and work routines. Employers should be advised that adaptations are not necessarily expensive and are often not required at all. Moreover, the adaptations might be beneficial to all workers, not only to those with disabilities (ILO 1997). The accessibility audit should provide concrete information about any costs that need to be made.

Appendices

- Case study 9. Accessible workplace for Min Min
 - Case study 11. Myint Htun Oo's story with Blue Ocean
-

9.2 Transportation

You also need to discuss with (a) your client, (b) the employer, and optionally (c) your client's 'support system' how s/he will travel to the workplace and what barriers s/he might encounter along the way. This may require some advocacy work towards public transport owners and drivers.



Many people with disabilities in countries like Myanmar experience issues such as household poverty. As it is generally less costly to live further from the main road, people with disabilities in poor families often also live far from connecting roads. Moreover, people with disabilities frequently encounter difficulties in travelling to work due to: the cost of

transportation; the physical inaccessibility of (public) transportation; and sometimes discriminatory practices by those owning and driving public transport vehicles. Some bus owners do not want to take a person with a disability because they think it will cost extra time for that person to get on and off. Sometimes bus owners charge an

extra or double fee for a person with a disability, or for taking along a wheelchair. This should be recognised as discrimination and a violation of rights. Communities, families, or employers could play a facilitating role in ensuring that the disabled person can travel to work.

STEP IV. COACHING AND FOLLOW-UP



Objectives

1. Development of a coaching plan.
 2. Ensuring that your client and the employer are satisfied with the match.
 3. Knowing when to end your coaching services.
-

The final step in the placement of your client is coaching and follow-up with both your client and the employer. You want to

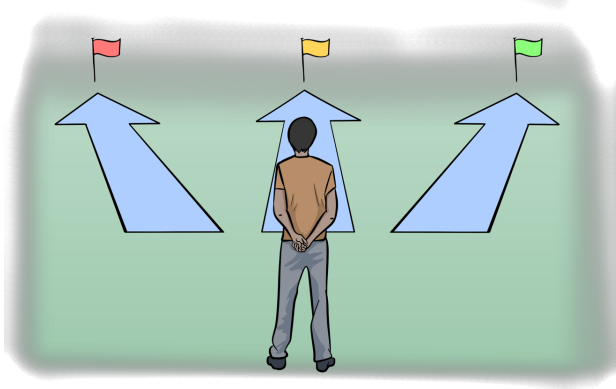
make sure that (s)he keeps the job and that both parties are and stay happy with the match.

10. Coaching plan

The objective of a coaching plan is to make the coaching explicit. It can also be used as a practical tool to monitor and evaluate the progress of the client in his/her work. The client's work goals and related activities are described in the plan and related to concrete aspects of the work environment, e.g. specific tasks or collaboration with

colleagues. Investigate what is needed to achieve the goals, with or without the help of assistive devices or personal assistance. You may also ask the employer what services or advice (s)he needs in regard to the disabled worker.

Since many people do not find goal setting an easy task, it may be useful to pay attention to this during the training.



Appendices

- Role play 10: setting-up a coaching plan
 - Assignment 4: Goal Setting
-

11. Coaching on the job

Coaching starts with the introduction of the client (by the client him/herself or with your help) to his or her colleagues individually or in a group. It can be explained what they can expect from the client, what is needed in communication, etc. The degree and extent of coaching differs per client, but it usually decreases over time. For the first month once a week, for example, thereafter once every 2 or 3 weeks. You can work together with the client on a task or have a personal conversation about how things are progressing. If needed, the employer can

be part of this conversation. It is important to decide this together with the client and look for his or her needs. Decide when and where you will meet and if, when and how your client can contact you in the meantime.

Appendices

- Role play 11: assisting your client on the job
 - Case study 12: Ko Than and his co-workers
 - Case study 13: refused as a teacher
-

12. Follow up and closure

The coaching plan needs to be evaluated regularly to monitor how the client is doing and assess whether all parties are still satisfied. Evaluation includes the following points of attention:

- **Goals.** How does the client develop in his work? What goals have been achieved; what needs to be revised?
- **Coaching.** What is going well, and what needs to be improved? According to

the client, his/her colleagues, and the employer.

- **Conclusion.** After a while, you and your client can conclude that coaching is no longer needed: S/he is able to function independently. In consultation with the employer, the job coaching can come to an end.

When you carry out a follow-up visit, you may want to ask the following questions:

| Client's point of view | Employer's point of view |
|--|---|
| <ul style="list-style-type: none"> • How are you getting on in the job? • Do you think you will stay on after the probation period? • Is your job still the same? • How many hours do you work? • Are the employment conditions and salary as promised? • Are you having any particular problems? • What adjustments have been made to your work-station? | <ul style="list-style-type: none"> • Are you happy with the worker? • Have your expectations been met? • What is the worker's attitude to the job? • How does the worker relate to fellow workers? • How do fellow workers relate to the disabled worker? • What problems does the worker have? • Do you intend to retain the worker after the probation period? |

Table 4. Questions that you can ask for follow-up

During a follow-up visit you should take the opportunity to find out whether the employer is interested in employing other disabled workers. If so, obtain details of possible jobs. If the employer is reluctant, find out why.

Appendices

- Role play 12: monitoring the coaching plan

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APPENDICES

A. Forms and fact sheets

i. Organisations in Myanmar working with people with disabilities

Source: Myanmar Centre for Responsible Business (2018). Employing People with Disabilities. A Handbook for Employers in Myanmar; pp: 15-16

Myanmar Federation of Persons with Disability (MFPD) The Federation (previously called Council) is a national association of persons with disabilities. Their aim is to promote the rights and full participation of persons with disabilities through advocacy, education, and awareness-raising in Myanmar.

<https://www.facebook.com/Myanmar-Council-of-Persons-with-Disabilities-1418386865125480/>

Eden Centre for Disabled Children This is the oldest non-governmental, not for profit organisation for children with physical and intellectual disabilities in Myanmar. ECDC helps children with disabilities obtain equal access and opportunities so that they can lead independent lives with dignity. At the end of 2014, their Board approved a strategic plan for 2015-2020 which highlights the following three areas: Child Development and Family Support; Inclusive Community Development; and Disability Sector Development. www.edencentre.org

Myanmar Deaf Community Development Association (MDCDA) This is an independent non-governmental, not for profit organization. Having no religious or ethnic affiliation, it was founded by nine people with hearing loss who were later joined by three social development experts. The objective of MDCDA is to promote legal protection of disability rights and build the capacity of all persons with disabilities, including those with hearing loss, to live independently. www.facebook.com/mdcda.org.mm

Myanmar Independent Living Initiative (MILI) MILI works to empower and support persons with disabilities to lead independent lives. It also advocates for and promotes the inclusion and rights of persons with disabilities. www.mili.org.mm

Shwe Min Thar Foundation (SMTF). SMTF is a not for profit, non-religious, non-political, non-governmental organization. It was established to help people with disabilities help themselves, be fulfilled as individuals and play a constructive role in society. It works on education, livelihood and income generation, health, and environmental and social issues. www.facebook.com/ShweMinnThaFoundationMyanmar/

Myanmar National Association of the Blind (MNAB) MNAB was established to promote the quality of life and advocate the equality rights of persons with visual impairments in society. The association also aims to recommend a multi-dimensional approach in holistic development for persons with visual impairment, and to encourage disabled inclusiveness in policy design. www.mnab-myanmar.org

Myanmar Christian Blind Fellowship (MCBF) MCBF's objective is to raise and develop the educational level of visually impaired persons so that they are able to earn a living on their own, become independent and participate in society on an equal basis with others. Address: 165, Baho Rd, Ward (2), Mayangone Township, Yangon, Myanmar, Phone: 09-32237791, 01-662034, 01-9661689, mcfb.admin@gmail.com

Myanmar Autism Association (MAA) MAA was formed to raise awareness and understanding on the difficulties that those with autism and their family members face; plan and implement activities and interventions for early detection of autism; improve the quality of life for autistic people through early and systematic training; and support independent living for autistic people. www.autismmyanmar.org

Myanmar Physically Handicapped Association (MPHA) MPHA aims to promote the rights of victims of anti-personnel mines and/or explosive remnants of war (ERW) and other persons with disabilities to access health and social services and take part in decision-making relating to social protection programs. www.myanmarmpaha.org

Association of Myanmar Disabled Women Affairs (AMDWA) AMDWA carries out activities to improve disabled peoples' lives, enhance their confidence, support them and create job opportunities. www.facebook.com/DPO.AMDWA/

International Bakery & Pastry Training Centre Training centre in Mingaladon which also supplies bakery products. <https://www.facebook.com/ibptraining/>

Association for Aid and Relief (AAR). AAR - Japan runs a vocational training centre (VTC) for persons with disabilities and has been running community-based rehabilitation (CBR) projects. It also supports children with disabilities through a foster parent system. www.aarjapan.gr.jp/english/about/

Handicap International Myanmar. The goal of Handicap International in Myanmar is to promote equal rights for victims of anti-personnel mines and other explosive remnants of war (ERW) and for other people with disabilities. The organization works to foster an inclusive society and enable the full social participation of people with disabilities, while striving to reduce the human and socio-economic impact of anti-personnel mines/ERW. www.handicap-international.us/myanmar

Leprosy Mission International. The Leprosy Mission aims to enhance the quality of life, community participation and socio-economic status of persons affected by leprosy and other disabilities. It provides physiotherapy, including to children with disabilities, counselling and emotional support; encourages persons with disabilities to participate in the social and economic life of their communities and provides accessible, affordable and effective treatment to prevent further disability. www.leprosymission.org.uk/about-us-and-leprosy/where-we-work/myanmar.aspx

ii. Job Analysis Form – To be filled in together with employer (use as checklist)

- What kind of employee does the employer seek? What motivates this employer to hire a person with a disability? What are his/her possible sources of resistance?
- Where is the job located? How accessible is the job to private/public transportation? What is the size of the company/organization? What are the goals of the organization, and can the employee contribute to achieving these goals?
- What are the major tasks to be performed? How complex are they?
- What educational background, work experience and/or skills are required to carry out the job?
- What and how is the workplace organized? Are there safety precautions in place?
- What is the working culture like? What is the knowledge/acceptance level of colleagues regarding people with disabilities? Is information needed? What are the prevailing norms and values?
- What possibilities and conditions for learning exist? Do these suit the learning methods of the client? Does the employee need to be able to learn from specific instructions or can s/he learn by consulting colleagues?
- Can the job be modified in such a way that it become available and suitable to a person with a disability?
- What adaptations to the workplace, tools and equipment would make the job suitable for a person with a disability? NB. ensure all types of disability are considered!
- What (official) contract agreement can be made? And what are the related working conditions?
 - Working days/hour/time
 - Duration of work/contract
 - Wage level
 - Holidays
 - Overtime
 - Dismissal etc.

iii. Work Assessment Form (WAF)

Instructions

The JPC uses the WAF form, which is based on the International Classification of Functioning, Disability and Health (ICF), to assess the internal and external resources of a client/person with a disability who is interested in becoming employed.

There are 6 areas that need to be assessed in close collaboration with the client. The JPC must use all his/her senses to make a sound assessment. He/she should **listen** carefully to what the disabled person is saying and record everything that is relevant in the upper part of each of the 6 areas (“according to the client”).

The JPC also needs to carefully **observe** the way the disabled person behaves and functions. It may be necessary to zoom in on some of the information that is mentioned or that you notice. You should make an analysis of the person’s ability to effectively fulfil his or her tasks and be able to review both barriers and facilitators. Such observations should be recorded in the lower part of each of the 6 areas (“according to the JPC”).

What is the meaning of the 6 assessment blocks?

1. Health condition and impairment(s)

Here the JPC should state -on the basis of the interview and any medical assessments done- the diagnosis and resulting impairments. It may, for example, be important to know if a person has convulsions or has a spastic limb that may hinder him/her in doing some tasks.

2. Functional competences

This is about how the person’s body and mind functions in performing basic tasks for daily living. It covers the following: intellect, energy, concentration span, mobility, speaking and hearing, etc. (see table 2, section 2.1).

3. Social competences

This is about the competences we need to interact with others, such as self-presentation, team work, connecting, contact maintenance, conflict management, negotiation, assertiveness, etc. (see table 2, section 2.1).

4. Entrepreneurial competences

This is about former work experience and the requirements to carry out a specific job. It includes vocational skills, computer skills, marketing skills, planning, resource mobilisation, bookkeeping, etc. (see table 2, section 2.1).

5. Personal factors/generic competences

These competences form the basis for others, and include self-esteem, literacy, problem solving, decision making, critical thinking, punctuality, optimism, and creativity, etc. (see table 2, section 2.1).

6. Environmental factors/external resources

These comprise the physical, social and attitudinal environment in which people live.

- Role of parents/relatives, e.g. being overprotective or being supportive
- Role of religion, e.g. stigma
- Mobility, including the ability to make use of public transport
- Needs in terms of accessibility
- Assistive devices
- Living in poverty; appearance may be an issue

The information derived from these 6 assessment blocks will give the JPC insight into the barriers and facilitators that will influence the candidate's potential for employment. After the assessment (part 2), the JPC should draw conclusions or make a brief summary defining the abilities, inabilities and interests of the client. They should then discuss how to overcome barriers if internal or external competences are missing.

PART 1. ASSESSMENT

| | |
|----------------------------|--|
| Name of the JPC | |
| Date | |
| Name and age of the client | |
| Residence of the client | |

1. Health condition and impairment(s)

| | |
|---------------|--|
| Diagnosis | |
| Impairment(s) | |

2. Functional competences

| | |
|-------------------------|--|
| According to the client | |
| According to the JPC | |

| 3. Social competences | |
|------------------------------|--|
| According to the client | |
| According to the JPC | |

| 4. Entrepreneurial competences | |
|---------------------------------------|--|
| According to the client | |
| According to the JPC | |

| 5. Personal factors/generic competences | |
|--|--|
| According to the client | |
| According to the JPC | |

| 6. Environmental factors/external resources | |
|--|--|
| According to the client | |
| According to the JPC | |

| Interests and dis-interests of the client regarding types of job |
|---|
| |

PART 2. CONCLUSION

| | |
|---------------------------------------|---|
| Abilities (strong competences) | Inabilities (weak/missing competences) |
| | |
| Suitable jobs | External support needed |
| | |

| Barriers and how to overcome them | |
|-----------------------------------|-------------------------------|
| Barrier 1 | Actions to take by JPC/client |
| Barrier 2 | Actions to take by JPC/client |
| Barrier 3 | Actions to take by JPC/client |
| Barrier 4 | Actions to take by JPC/client |
| Barrier 5 | Actions to take by JPC/client |

iv. Outline data base employers

If you know how to work in Excel, it would be best to use it for maintaining your database. You should collect information of the type listed below and add some from the Job Analysis Form (Form ii).

1. Name of the organisation/company/business
2. Address of the organisation/company/business
3. Name of the person responsible for hiring employees
4. Contact details of the person responsible for hiring employees (phone/email)
5. Type of organisation/company/business (e.g. restaurant, hotel, bicycle repair shop, super market, bakery, etcetera)
6. Number of staff employed at the organisation/company/business
7. Number of disabled staff employed at the organisation/company/business
8. Date of first contact with the organisation/company/business
9. Name of the person you had contact with
10. Date of first meeting/appointment with the organisation/company/business
11. Name of the person you had contact with
12. Level of interest in hiring a person with a disability (no interest/possible interest/interest)
13. What vacancies are available
14. Number of hours in a workday
15. Number of hours in a workweek
16. Type of follow-up needed

v. Outline of client database

If you know how to work in Excel it is best to use it for your database. Below is a list of data you should collect, along with information you gather from the Work Assessment form (Form iii).

Socio-demographic information

1. Name of the JPC (your name)
2. Date of assessment
3. Name of the client
4. Gender of the client (male/female)
5. Age of the client
6. Residence of the client
7. Disability Identity Card (yes/no)
8. Educational background
9. Previous work experience

Health condition

10. Diagnosis if available and of importance (e.g. it is useful to know if someone has muscle dystrophia as this will have an impact on what s/he can or is allowed to do in terms of physical work/strain)
11. Impairment
12. Assistive devices currently using (type)
13. Assistive devices needed (type)

Interest in types of job

14. Type of jobs your client is interested in

Conclusions

15. Strong points/strong competences
16. Type of job you think is suitable
17. Weak or missing competences
18. Support needed from family

19. Support needed from others

Actions/interventions taken

20. Interventions/actions taken 1

21. Interventions/actions taken 2

22. Interventions/actions taken 3

23. Interventions/actions taken 4

24. Interventions/actions taken 5

25. Etc.

vi. Accessibility audit of the workplace

Materials needed

- Audit questions list (see below) and a pen or pencil
- Tape measures
- Photo camera
- Optional: technical aids (e.g. wheelchair, crutches, blindfold, ear defenders, white stick)
or ask your client to come along on the accessibility audit

Instructions

Step 1. Preparation

- If you know the facility try to make a rough floor plan or create a map.
- Mark doors, stairs, elevators, ramps, toilets, etc. on the floor plan.
- Go through the audit questions and delete irrelevant questions/topics or add questions and gather materials needed.

Step 2. The audit

- Start outside: from arrival points such as drop-off areas and sidewalks, then go towards the entrance, and proceed to the interior
- For each audit category consider accessibility for each user category (those with physical disabilities, auditory, visual, and comprehension)
- Make notes, drawings, and photographs
- Ask additional questions of the employer or employees
- Make suggestions regarding greater accessibility as you go along

Step 3. Analysis and recommendations

- Immediately after the audit, reflect on your findings, ideas and solutions
- Rate each audit category in line with the following classification
 - [HP]: Hazardous, inaccessible and unsatisfactory (highest priority)
 - [H]: Inaccessible and unsatisfactory (high priority)
 - [M] Unsatisfactory but acceptable (moderate priority)

- [N]: Accessible and acceptable (no priority)
- For categories [HP] and [H] list potential solutions to increase accessibility
- Consider the list in more detail and reflect on the following
 - Are the solutions realistic?
 - Do the solutions require short-term or long-term actions?
 - Do the solutions require small, medium, or large budgets?
 - How can you ensure that (some of) your solutions actually take place?

Audit questions

A. BACKGROUND INFORMATION

| | |
|----------------------------|--|
| Date of audit | |
| Place/organization/company | |
| Name investigator | |

B. ENTRANCE TO A BUILDING/FACILITY

| | Yes | No | Suggestions for improvement |
|---|-----|----|-----------------------------|
| Is the main entrance easy to find? | | | |
| Is there an accessible route to the entrance? | | | |

C. DOORS AND DOORWAYS

| | Yes | No | Suggestions for improvement |
|---|-----|----|-----------------------------|
| Do doors have a minimum width of 90cm/36inches? | | | |

| | | | |
|--|--|--|--|
| Is the door at least 210cm/83inches in height? | | | |
| Are doors equipped with lever handles instead of round handles (knob type)? | | | |
| Is there an automatic door or can it be opened without using (too) much strength? | | | |
| Are door handles placed between 70cm-120cm, or 28inches-47 inches above the floor or ground surface? | | | |
| Are glass doors clearly visible when closed? | | | |
| Do sliding doors reopen automatically when obstructed by an object or person? | | | |
| Do automatic doors remain open for at least 5 seconds? | | | |
| Are there thresholds present at the door that are more than 1.2cm/0.5inches high? | | | |

D. HORIZONTAL MOVEMENT

| | Yes | No | Suggestions for improvement |
|--|-----|----|-----------------------------|
| Are pathways at least 120cm/47inches wide (preferably 150cm/59inches)? | | | |

| | | | |
|---|--|--|--|
| Is there minimum 150cmx150cm (59/59inches) space to allow a wheelchair user to turn around at some point on the corridor? | | | |
| Are pathways clear from obstruction (up to 210cm above floor level)? | | | |
| Are there handrails on one or both sides of the corridor? | | | |
| Is the pathway firm with nothing to trip over, and non-slippery? | | | |
| Are edges of carpets or mats securely attached to minimize tripping hazards? | | | |
| Are paths/corridors sufficiently lit (after sunset)? | | | |

E. VERTICAL MOVEMENT

Stairs and handrails

| | Yes | No | Suggestions for improvement |
|--|-----|----|-----------------------------|
| Are there tactile warning tiles provided at the beginning and end of each flight? (different color and/or texture) | | | |
| Is there adequate illumination on the stairs? | | | |

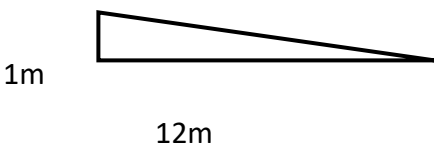
| | | | |
|---|--|--|--|
| Are handrails provided on one or both sides of the steps? | | | |
| Are handrails placed between 85cm-100cm (or 33inches-39inches) in height? | | | |

Elevators (if applicable)

| | Yes | No | Suggestions for improvement |
|---|------------|-----------|------------------------------------|
| Does the lift door have a clear opening of 90cm/35inches? | | | |
| Is the door opening/closing at least 30 seconds? | | | |
| Is there a landing 150cm x 150cm (59 x 59 inches) in front of the lift? | | | |
| Is the horizontal gap, if any, between the lift and the landing less than 1.2cm/0.47inches? | | | |
| Does the elevator cart have an internal space of 200cm/79inches deep x 110cm/43inches wide? | | | |
| Are lift floors announced visually and by audio? | | | |
| Are all the symbols inside and outside the lift in raised tactile lettering and Braille? | | | |

| | | | |
|--|--|--|--|
| Are the control buttons on the landings and in the elevator located at a height of between 70cm – 120cm (27-47inches) above floor level? | | | |
|--|--|--|--|

Ramps (if applicable)

| | Yes | No | Suggestions for improvement |
|--|-----|----|-----------------------------|
| Is a ramp provided as an alternative to the stairs? | | | |
| Is the ramp at least 92cm/36inches wide? | | | |
| <p>Is the gradient for the ramp less than 8%, or, not steeper than 1:12? (for every 12 meters/472inches forward, a maximum rise of 1 meter/39inches)</p>  | | | |
| Does the ramp have a level area of a minimum of 120cm/47inches before any obstruction or turn at the bottom of the ramp? | | | |
| Does the ramp have handrails on one or both sides? | | | |
| Is the surface material for the ramp non-slippery and non-glary? | | | |
| Does the ramp have tactile warning tiles at the beginning and end of each ramp? | | | |

F. ROOMS, OFFICES AND/OR DINING AREAS

| | Yes | No | Suggestions for improvement |
|---|-----|----|-----------------------------|
| Are meeting rooms/dining rooms on an accessible route of travel? | | | |
| Do chairs provide supportive back and arm rests? | | | |
| In case of seating arrangements that are fixed to the ground, are there designated spaces for wheelchair users (150cm x 150cm or 59x59inches each)? | | | |
| Do tables have a height between 75cm-90cm (or 29-35 inches) with a minimum depth of 60cm/24inches under the table? | | | |
| Do rooms with IT facilities have height adjustable computer desks? | | | |
| Is there adequate circulation space (150cmx150cm or 59x59inches)? | | | |
| Are all counters, buffet tables and vending machines placed at accessible height? | | | |

G. TOILET/RESTROOMS

| | Yes | No | Suggestions for improvement |
|---|-----|----|-----------------------------|
| Is there at least one accessible toilet room (unisex) with an accessible pathway? | | | |

| | | | |
|--|--|--|--|
| Has the toilet cubicle a minimum internal dimension of 140cm x 175cm (55x69inches), with 90cm/35inches clear space next to the toilet? | | | |
| Are toilet doors outward opening, double hinged or sliding type? | | | |
| Does the accessible toilet have a seat height of between 45cm – 48cm (18-19inches) to enable easy transfer? | | | |
| If it is a squatting toilet, is there a handrail? | | | |
| Is the height of the water closet between 17-19 inches above the floor measured to the top of the seat? | | | |
| Is clearance provided around the water closet measuring at least 60 inches from the side wall and at least 56 inches from the rear wall? | | | |
| <ul style="list-style-type: none"> ○ Are there (discreet) disposal facilities? ○ Are there anal cleaning materials (e.g. toilet paper)? ○ Is soap or ash available? ○ Is a towel or hand drying options available? | | | |
| Do sinks that have an exposed drain pipe underneath have the pipe insulated, to prevent burning of the skin when hot water is run? | | | |

| | | | |
|---|--|--|--|
| When the door is closed, is there enough light to see the toilet hole and footplates? | | | |
|---|--|--|--|

H. EMERGENCY EVACUATION

| | Yes | No | Suggestions for improvement |
|--|-----|----|-----------------------------|
| Is there an emergency evacuation provision in the building? | | | |
| Is there an evacuation plan for persons with disabilities? | | | |
| Can safety doors be readily/easily distinguished? | | | |
| Is the identified evacuation route accessible and obstacle free? | | | |
| Once outside, can a wheelchair user get to a place of safety? | | | |

B. Role plays

Role play 1. Reverse resistance (see 1.2 and 4.2)

Goal: To make the employer's resistance clear and reverse it using different strategies

Situation: You, as job coach, are meeting a restaurant owner who is potentially interested in hiring someone with a disability. While the restaurant owner indicated this interest in your first telephone conversation, he now comes with all sorts of arguments against hiring a disabled person.

Roles (one JPC for each of 4 rounds)

1. Restaurant owner: Your role is to come up with one or two arguments against, or concerns about, hiring a person with a disability. Consult chapter 4.1 for examples of such reasons.
2. JPC 1: Your role is to **anticipate**. This means you try to reverse the employer's resistance by describing positive experiences and your client's virtues.
3. JPC 2: Your role is to **individualise**. This means that you move from general ideas of people with disabilities as a group (stereotypes) to the specific competences of your individual client.
4. JPC 3: Your role is to **normalise**. This means that you can explain that hiring a person with a disability is not a personal issue, but a business issue involving benefits to the employer (see 4.2).
5. JPC 4: Your role is to **compensate**. This means that you ask the restaurant owner to make his concerns and resistance as clear and concrete as possible. You then search for realistic ways to solve or compensate for the drawback he identifies.
6. Observers: Make notes about the following.
 - Is the job coach taking the employer's concerns seriously?
 - Is the job coach respectful towards the employer and his concerns?
 - Is the job coach able to convince the restaurant owner?
 - What goes well and how could the job coach improve his/her strategy?
 - What strategy do you like best and why?

Role play 2. Making an appointment with a potential employer (1.3)

Goal: to make an appointment with the Human Resource manager of NOVOTEL hotel - a potential employer – during your first contact with him.

Interview situation: You are calling for the Human Resource manager of NOVOTEL to request a meeting to discuss opportunities for employing people with disabilities. You first get the receptionist on the phone who only wants to connect you after she knows who you are and why you are calling.



Roles

1. JPC: Make sure you have a selection of persuasive tactics at hand and can give adequate answers to challenging questions. Be determined to get your appointment as this will allow you more time to speak to the Human Resource manager. Use the tips that were provided in chapter 1.3.
2. Receptionist: You know the Human Resource manager is very busy and doesn't like to be bothered. All sorts of people call asking for favours and if you connect the JPC too easily with the manager he will become angry at you. You must make sure of who the JPC is and what (s)he wants. Don't be too easy, but also don't be too harsh.
3. Human Resource manager of NOVOTEL hotel: React in such a way that the job placement coach is forced to explain very well what he wants. Ask for explanations and display some resistance. Do not come up with arguments that cannot be counteracted, such as "unfortunately I am leaving just now for a meeting" or "we don't have any vacancies free".
4. Observers: Focus on whether these topics are well covered.
 - The issue at stake is clearly explained
 - The explanation is complete
 - The explanation is not too detailed
 - The persuasion attempts are adequate
 - The aim of the appointment is clear to both parties

Role play 3. Meeting a potential employer (see 1.4)

Goal: To hold a successful meeting with the Human Resource manager of NOVOTEL hotel and promote your clients for new job openings.

Interview situation: A friend has told you about job openings at a new branch of the NOVOTEL hotel in Mandalay. You were able to make an appointment with the Human Resource manager and explained to him over the phone who you are and what you want, but only briefly. You are now meeting him at his office. You know a few smart blind and deaf young people with education levels between standard 8 and 10 but no work experience. You also know a highly educated young woman (BA in administration) with a spinal cord injury due to a traffic accident who is now using a wheelchair. You have assessed the abilities of these candidates and heard about their hopes and ambitions regarding employment.

Roles

1. Human Resource manager: React in such a way that the JPC is compelled to explain very well what s/he wants. Ask for detailed explanations but react with little enthusiasm. There will be some job openings soon and this meeting with the JPC can help you, as it means that you don't need to advertise the jobs (with all the hassle of selecting the right candidates). Hiring people with disabilities is also good PR for your hotel. Do not come up with arguments that cannot be counteracted, such as “unfortunately I am leaving just now for a meeting”. You need staff for the following positions.
 - Receptionist
 - Kitchen staff
 - Cleaning staff
 - Gardener
 - Finance department
2. JPC: Make sure you have persuasive tactics at hand and can give adequate answers to challenging questions. Ensure that you have a good idea of the strengths of the clients that you represent. Be determined to succeed as you sense that there may be interest from the human resource manager. Try to find out what sort of job openings are available so that you can offer the right type of information about the people you represent. Think of

creative but realistic ways of convincing the manager that you are actually doing him a favour.

3. Observers: Focus on whether the following tasks are carried out.
 - The strengths and abilities of the clients are well explained
 - Critical questions by the manager are adequately answered by the JPC
 - The persuasion attempts are adequate
 - The JPC is behaving appropriately and professionally
 - What goes well and what could improve to reach the goal?

Role play 4. Closing a conversation well (see 1.5)

Goal: At the end of your appointment with the HR manager you need to ensure that there is a follow-up strategy that will actually lead to (a) staying in contact with the manager for further sensitisation and advocacy, or (b) a meeting one or more of your clients for a job interview.



Situation: The HR manager expressed some interest in hiring one of your clients as kitchen staff. He is about to shake your hand and walk away but no concrete decisions have been made.

Roles

1. Human Resource manager: It is in your strategic advantage not to show too much enthusiasm for meeting and hiring people with disabilities as it might help you to negotiate a lower salary. But you do need to fill job openings. Try to be vague and stay away from concrete decisions as much as possible. Also indicate that you still have some concerns about whether disabled people will be good employees.
2. JPC: It is important to follow-up with employers after the initial visit and offer further services to help both the employer and your client find a good match. Try to find out whether (a) you can make a direct appointment involving yourself, the HR manager and

your client for a job interview, or (b) there is a need for further information, a sensitisation workshop, or, if the manager shows minimal interest, a work trial period.

3. Observers: Focus on whether the JPC achieves the following objectives.
 - S/he offers the right kind of services that meets the needs and possible concerns the manager may still have
 - S/he knows what to say and how to say it
 - S/he is persistent enough to get concrete decisions made
 - S/he behaves appropriately and professionally

Role play 5. Intake with different types of clients (see 2.3)

Goal: To perform an intake and assessment with a new client in a respectful and encouraging manner.

Situation: You are visiting a new client at her home. She is a 33-year-old woman affected by leprosy with small deformities on her fingers, shy and clearly lacking self-confidence. Her mother is listening in to the conversation and trying to answer all your questions for her daughter.

Roles

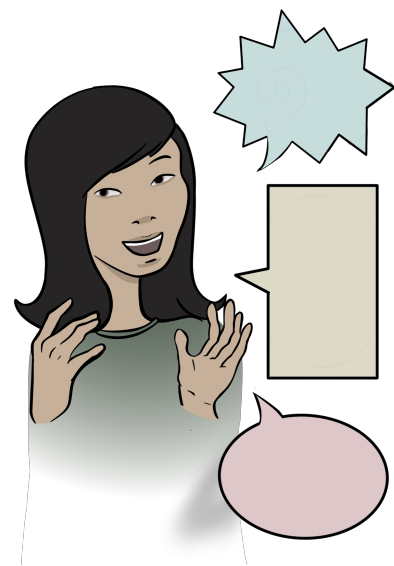
1. JPC: You are meeting this client for the first time and want to do an assessment (use the relevant form in the Appendix) to find out more about her competences. As she is shy and her mother quite dominant and intrusive, you have the difficult task of getting your client to talk. It is important that you find out if your client is ready and motivated to be employed.
2. Client: As a woman, especially with signs of leprosy, you are shy because you feel that people will fear you because of the risk of infection and blame you for doing bad things in your former life. You are not sure what you are good at and think that probably no one will hire you. You feel that your mother is better equipped to talk to the JPC than yourself.
3. Mother: You feel protective towards your daughter and are afraid that she will get hurt once she begins a job. You think that it is better for her to stay at home where no one can see the signs of leprosy.
4. Observers: focus on whether the JPC does the following.

- Listens carefully to the client
- Talks directly to the client
- Makes no assumptions or quick conclusions about competences
- Gives the client time to express him/herself
- Holds realistic expectations
- Gets an idea of what his/her client wants herself

Role play 6. Practice communication styles (see 5)

Goal: To practice your own assertive communication style and deal with employers who have a different communication style.

Situation: You are meeting a potential employer (to be defined) in his workplace to discuss whether (s)he is open to hiring a person with a disability. The employer is not so interested because (s)he thinks that the person will probably be sick all the time and cost him/her a lot of money.



Roles (2 employers for 2 rounds)

1. JPC: It is your task to convince the employer that it is beneficial to hire a person with a disability and that barriers, if any, can easily be overcome. You also want to let him/her know you have a client pool that is motivated, ambitious and ready to get to work.
2. Employer 2: Your style is **aggressive**. This means that your tone is loud and disrespectful; that you interrupt the job coach and don't listen well; you try to dominate the conversation and are easily frustrated.
3. Employer 3: Your style is **passive aggressive**. This means that you don't look directly at the coach when talking; that you use sarcasm; and that you say "yes" but in fact mean "no".
4. Observers: Focus on whether the JPC does the following.
 - Clearly states what (s)he needs and want
 - Behaves and talks appropriately and respectfully
 - Listens well and doesn't interrupt the employer

- Maintains good eye contact
- Speaks in a calm and clear tone of voice
- Maintains a relaxed body posture
- Doesn't allow the employer to abuse or manipulate him/her

Role play 7. Practice coaching on communication styles (see 5)

Goal: To coach your client on his/her communication style.

Situation: You are talking to your client about his/her ambitions in terms of employment. You would like to know what her/his dream job is and what s/he would need to get it. The client starts to look unhappy as (s)he is convinced that (s)he will never be good enough to become employed at all. You're trying to motivate and coach your client to think and speak differently but notice that s/he has a communication style that is not very assertive.

Roles (3 clients for 3 rounds)

1. JPC: Your client has a communication style that is either **passive**, **aggressive**, or **passive-aggressive**. It is your task to find out which of these communication styles your client has, let him/her know that his/her communication style is probably not the best for dealing with an employer, and provide tips on what s/he could do differently.
2. Client 1: Your communication style is **passive**. This means that you avoid expressing your opinions, needs and feelings; speak softly and apologise all the time; maintain poor eye contact; regard yourself as weak and incapable of doing anything. You blame yourself for not having a job.
3. Client 2: Your communication style is **aggressive**. This means that your tone is loud and disrespectful; you interrupt the job coach and don't listen well; you try to dominate the conversation and are easily frustrated. You also blame others for the fact that you do not have a job.
4. Client 3: Your communication style is **passive-aggressive**. This means you don't look directly at the coach when talking; you use sarcasm and say "yes" but mean "no". You do not want to cooperate with the job coach and sabotage any tips or advice the s/he gives.
5. Observers: Focus on whether the JPC does the following.
 - Behaves and talks appropriately and respectfully

- Can identify the client's communication style
- Comes up with concrete tips and advice for the client

Role play 8. Dealing with non-cooperative family members (see 6)

Goal: To convince a father that his son, who has a mild intellectual impairment, is able and motivated to work in a bicycle repair shop.

Situation: You've met twice with a 22-year-old who has a mild intellectual impairment. He lives in Taungoo area with his father, mother and two brothers. His impairment means that he finds it difficult to speak to other people and needs extra time to learn new things. Nevertheless, he is perfectly able to work in the bicycle repair shop and the employer is looking forward to hiring him. You want to share the good news with your client, but when the father of the boy hears about it he becomes angry. He says that his other, non-disabled sons, should have gotten this opportunity and that people will laugh at his disabled son. The father is not willing to help his disabled son travel to the bicycle repair shop or to give him money for new clothes.

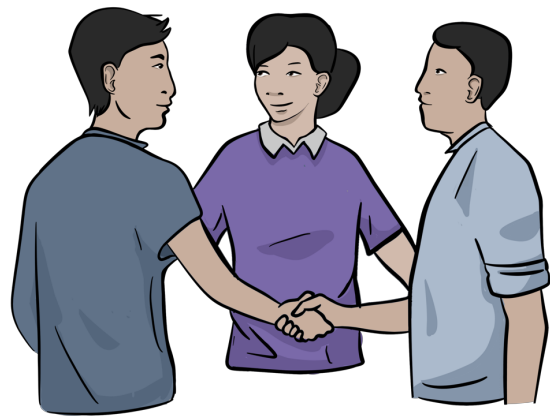
Roles

1. JPC: It is your task to explain to the father of your client why you are helping him and not the other sons. It also important to raise awareness about the abilities and wishes of your client and the benefits of employment for him. You should also convince the father of the importance of a supportive family network and what this would mean for your client.
2. Father of the client: You are angry that your other sons do not even have jobs and don't receive any help for that. You are also ashamed of your disabled son and afraid that community members will laugh at you and your son for thinking that he would be able to work in the bicycle repair shop.
3. Observers: Focus on whether the JPC does the following.
 - Responds in a friendly and respectful way
 - Explains clearly why employment is important for his client
 - Explains clearly the importance of the father's support

Role play 9. Introducing your client to the employer (see 4 and 8)

Goals: To ensure that your client makes a good impression during his/her first meeting with a potential employer.

Situation: The owner of a telecom company has expressed interest in one of your clients during an earlier conversation. He had become convinced that people with disabilities were more loyal and reliable, and were also good PR for his company. He let you know about the job opening for a secretary and asked you to set up an interview with a suitable client. You've selected an intelligent and highly educated 28-year-old woman who is blind. When you introduce your client to the employer, he is not happy that the client you brought has a visual disability and tries to find all sorts of excuses before even talking to her.



Roles

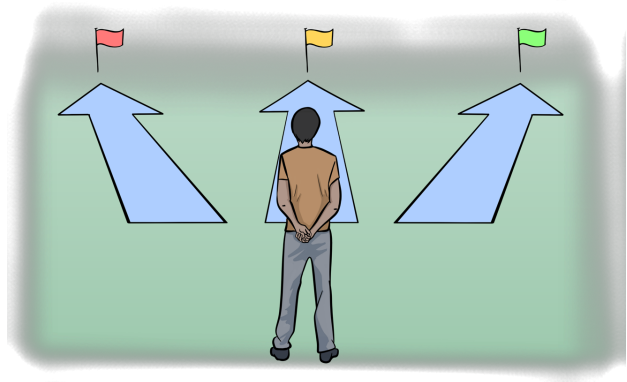
1. Employer: From time to time, mention that your company needs fast employers who can make a lot of money. Also, mention that there is nobody in the company who can spend his or her time assisting the blind candidate. Ask the JPC many questions, for example, can the person make photocopies; is she capable of speaking with clients; can she work on a computer; is she able to bring coffee; is she able to come to work on time. Don't do anything else as the situation is sufficiently demanding for the interviewer as it is, but slowly try to show that you want to try it for a probation/trial period of 3 months.
2. JPC: Make sure you are well prepared for the possible concerns and excuses the employer will have. You may want to refer to the Disability Law, to your client's capabilities, to the benefits your client will bring to the company, and to the coaching that you can provide. Remember the lessons learned about reversing assistance in role play 1.
3. Observers: Focus on whether the following requirements are fulfilled.
 - The explanations given by the JPC are clear
 - The explanations make sense
 - The JPC is respectful and understanding towards the employer and his concerns

- The JPC can explain why (s)he has selected this specific client
- Agreement is reached between JPC, employer and client on the next steps and how to deal with any remaining obstacles

Role play 10. Setting up a coaching plan (see 10)

Goal: To develop goals and a coaching plan together with your client, using appropriate interview techniques.

Situation: You and your client, a 39-year-old man in a wheelchair, have just visited the owner of a small restaurant. The owner is willing to employ him as cashier and has asked him to start two days later. You and your client now have to develop a coaching plan. It is important that he indicates his own goals and the type and frequency of coaching that he thinks he'll need.



Roles

1. Client: You are a bright man, but out of the respect for your job coach, you want to give him/her space to come up with the best plan. You feel that your coach can formulate the plan much better than you can.
2. JPC: The goal of the coaching plan is to make concrete decisions about the type and frequency of coaching your client needs. During this role play, you want to discover two work-related goals that your client has in order to become a good cashier. You also want to find out how you can help your client attain those two goals.
 - JPC 1: Use **closed questions**. This means that you ask questions that can only be answered with yes or no. Most of these questions begin with “do you”, “are you”, or “is it”.
 - JPC 2: Use **open-ended questions**. This means that you ask questions that require a longer answer. You can begin your questions with “what”, “how”, “in what way”, or “can you tell something about”.

- JPC 3: Use **reflective questions**. As far as possible, try to check whether you fully understood the question. This can be done by asking “Do I understand you right?”.
 - JPC 4: Use **concretising questions**. Try to make as concrete as possible what your client has said by asking more in-depth questions, such as “what do you mean when you say?”, or “can you elaborate?”, or ask for examples (**exemplify**).
 - JPC 5: Use **paraphrasing questions**. Repeat what your client has said in your own words throughout the conversation, for example, by saying “do you mean to say that...?”.
3. Observers: Focus on whether the JPC achieved the following.
- S/he established two goals for work and coaching
 - S/he let the client formulate his own goals and needs
 - The questions s/he used were useful in getting to a coaching plan that was defined mostly by the client himself

Role play 11. Assisting your client on the job (see 11)

Goal: To coach and mediate between your client and the employer when issues arise.

Situation: Jane, an engineering manager, hires Gyeong, an extremely talented coder who comes with excellent references, though one reference noted that he could become “frustrated,” but didn’t elaborate. Jane learns that Gyeong has a Cochlear implant - a device used to address damage to the inner ear in people with full or



partial hearing loss - when he mentions being hard of hearing in a team meeting and asks people to “tap me on the shoulder to get my attention.” Initially, Gyeong does well on the team, and plays an active role in developing his skills and working with his colleagues. However, after the first few weeks, his teammates begin to say that he can be difficult to work with, and the quality of his work declines. In a meeting with him, Jane addresses these concerns, and he explains that he feels excluded from important meetings and the decision-making process. She realises that many critical conversations tend to take place in an informal

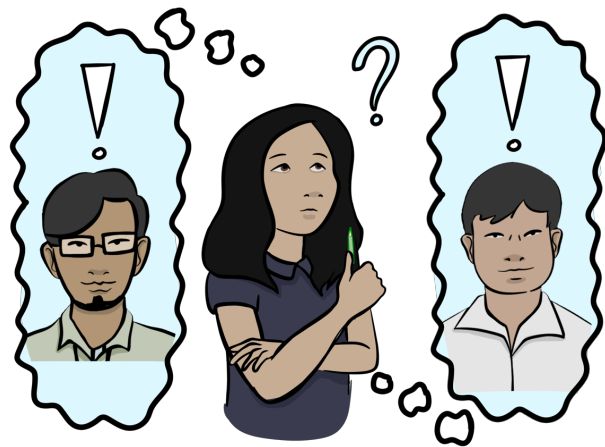
and spontaneous fashion as people chat between their desks, pull each other aside, or talk in the halls. Gyeong can't participate in these conversations because he doesn't know they're happening, and he also appears reluctant to ask for help, in addition to being irritated when people offer him assistance. Jane contacts you to ask for coaching and advice. In consultation with Gyeong, you decide to set up a meeting between the three of you.

Roles

- JPC: you don't want to judge anyone and prefer to find out from Gyeong and Jane themselves what they think the problem is and how they think it can be solved. Try to use the interview techniques as much as you can: **open-ended questions, reflective questions, concretising questions, and paraphrasing questions**. You want Jane and Gyeong to come to a conclusion and solution together, as this is the only way that you can end the coaching process at some point.
- Jane: You are generally satisfied with Gyeong's work. However, you don't like the fact that he comes across as irritated and reluctant to accept any help. It is important that there is a positive working environment, but Gyeong is not contributing. You are willing to help where possible because you value his talents.
- Gyeong: You are still irritated, because all of your life people have ignored you. You are also suspicious when you see people talking in informal conversations: you think that they talk badly about you. You, however, also desperately need this job and hope that your coach can come up with a good solution.
- Observers: Focus on whether the JPC does the following.
 - Provides space for Gyeong and Jane to formulate the problem
 - Acts non-judgementally and respectfully to both parties
 - Uses different interview techniques
 - Leads the conversation towards finding a solution

Role play 12. Monitoring the coaching plan (see 12)

Goal: You want to monitor and evaluate how your client is doing in his/her work and whether both s/he and his/her employer are still satisfied. You also want to find out whether the job coaching can come to an end.



Situation 1: You are meeting with your client in her home. She is a 24-year old woman affected by polio who walks with crutches and is currently working as a teaching assistant at a primary school. She started this job four months ago. You want to know if she is able to carry out her tasks well, if she is satisfied with the coaching, and whether the coaching can come to an end.

Roles

1. JPC: Remember that it is always your task to ask open-ended questions and let your client talk as much as possible. At the same time, your client should also take responsibility and ensure that when coaching is really no longer needed you discuss when the coaching trajectory should end
2. Client: It is to your benefit to extend the job coaching as long as possible as you feel it provides you some security. You may choose to act and communicate in a passive, aggressive, passive-aggressive, or assertive way (see chapter 5). You are in general satisfied about your job but find it difficult to move through the class room a lot, and to be on time every day.
3. Observers: Focus on whether the JPC fulfils the following requirements.
 - S/he lets the client talk as much as possible
 - Is respectful and behaves appropriately
 - Is assertive
 - Uses open-ended questions
 - Is able to get the information (s)he needs
 - Makes concrete arrangements with his/her client about the coaching

Situation 2: You are meeting with the head of the school who hired your client. You want to find out if the school head is satisfied with your client's work, if s/he has any concerns or questions, and if s/he thinks that more coaching is needed. You also want to know if s/he is willing to hire another of your clients.

Roles

1. JPC: It is again your task to let the school head do most of the talking. You need to use open-ended interview techniques for this and not make your own assumptions. Find out what concrete things the school head likes and dislikes about your client and whether more coaching is really needed.
2. Head of the school: You have no complaints about the functioning of the teacher in the class room. However, some parents of children have asked you questions about 'this disabled teacher' and you have also noticed that the teacher came in late a few times.
3. Observers: Focus on whether the JPC does the following.
 - Lets the school head talk as much as possible
 - Is respectful and behaves appropriately
 - Is assertive
 - Uses open-ended questions
 - Is able to get the information (s)he needs
 - Makes concrete arrangements with the school head about the coaching

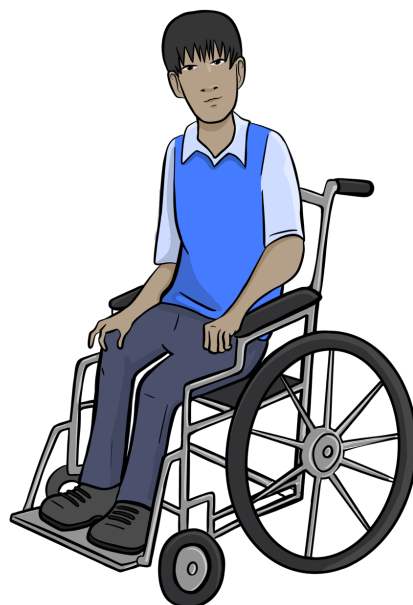
C. Case studies

Case study 1. Persons with disabilities seek jobs, not charity (see 1.2)

Youth with disabilities in Colombia have access to free health care and are supported by a number of associations and charities. But what they really want is to find work and contribute to the national economy.

“I am so thankful for all the help I received from my family and from the government, but I really want to control my work, my life, myself,” says 19-year old Carlos, who was paralysed from the waist down in a car accident. “I want to be a part of the community in that way.”

While a lot of progress has been made on this front, many disabled youths still lack the necessary education or skills to earn a living other than through begging. Most of the employment progress has taken place in the public sector. Government ministries practice positive discrimination and hire youth with disabilities such as Carlos, encouraging them to take the entrance exam for civil servant employment. The Ministry of Social Affairs has been particularly proactive in hiring youth with disabilities. Also, the government has signed the International Labour Organisation Convention on Decent Work, which addresses employment rights of disabled youth and Colombia has signed the Convention on the Rights of Persons with Disabilities.



But the private sector is still reluctant to hire personnel with a disability. Companies refuse to hire disabled youth. Carlos has applied to a few banks and ICT companies but, after each job interview, he was told that the organisation could not hire someone in a wheelchair. It was said that the company needed to make profit and reach their targets, so they wouldn't have time to bother with his physical challenges.

Questions

1. What might be the reasons for a company to decide not to hire a person in a wheelchair?

2. What advice would you give Carlos to help him make a good impression when he applies for a job?
3. How would you convince these companies that they should hire a person in a wheelchair?
4. You meet with the employer of an ICT company, who tells you “I cannot hire a person with a disability because they won’t be able to reach their targets”. How can you reverse this argument by using the following strategies?
 - Anticipate
 - Individualise
 - Normalise
 - Compensate

Source: <http://www.irinnews.org/report/90808/mali-disabled-seek-jobs-not-charity>

Case study 2. Khin Nilar Win's story with KBZ Bank (see 1.2)

Khin Nilar Win is a Junior Assistant in the Administration Department at Kanbawza Bank Limited, Kamayut Branch. She is 28 years old and has weak leg muscles due to polio. She has worked in this position for a year and a half. Her main duties are sorting incoming letters, arranging to send outgoing letters and answering the phone to take messages or redirect calls to her colleague.



"I like my work. I feel like I am accepted just like any other colleague. Kanbawza Bank includes disability awareness in their staff development programme, and since they now understand people with disabilities, none of the staff discriminates against me. The company holds events such as donation ceremonies and staff parties. Although I sometimes hesitate to participate due to my disability, my colleagues encourage me to attend. Our supervisors and managers in the department have also encouraged me to pursue my education. I did not pass the 10th grade examinations, and they advised me that it is a good idea to get a high school diploma, as it will help my career in the company. They are encouraging me to take the examination and then pursue a university degree through distance education, which would only require me to attend the university for about two months each year. I am determined to study hard because of my managers' advice and continual encouragement. I also would like to improve my English skills as I sometimes receive phone calls from foreign customers. I love my job and my colleagues. I would like to continue to work in Kanbawza Bank and make my career here. Although people with disabilities face difficulties in getting a job, I would like them to know that it is possible. I will try my best at work and I would like to be a future role model for people with disabilities."

Khin Nilar Win's direct supervisor, Ye Win, Assistant Manager, Administration Department comments: *"Khin Nilar Win is a loyal and respectful person and has good communication skills with colleagues in her department. She works hard and takes on all the assignments well,"* while Senior General Manager Aung Kyaw Soe who recruited her specifically commended her communication skills and the self-discipline she acquired from two years' experience as a

customer service representative at her previous job. *“In her job interview, we rated her highly for self-confidence in answering questions”.*

Questions

1. What attracted the employer of Khin Nilar Win to hire her?
2. If you were an employer, what would you look for in an employee? Can people with disabilities have these traits?
3. How could you build the communication and self-confidence of a client?

Source: Myanmar Centre for Responsible Business (2018). Employing People with Disabilities. A Handbook for Employers in Myanmar.

Case study 3. Saw Win Phyu' story as an apprentice baker (see 2.1)

Saw Win Phyu, 18, has oculo-cutaneous albinism, which has left him 50% blind. He is an apprentice chef at the International Bakery & Pastry Training Centre (IBP) and a volunteer teacher of a baking course at Yangon School for the Blind. As a senior apprentice at IBP, he is responsible for mentoring and coaching juniors in the baking course.



He studied to Grade 9 at a mainstream government school. After taking a four-month bakery course at the IBP, he discovered his passion for baking cakes and pastry. During the course, he faced many challenges due to his blindness, such as in measuring ingredients and decorating cakes, and had to try twice as hard as other people, spending four months on the course rather than the usual two months. He also faced challenges travelling to work due to the absence of accessible transport. However, with the support of his supervisors and his colleagues, he overcame those challenges and now lives at IBP and enjoys the company of his friends and colleagues. He attributes his success to hard work and a positive attitude.

The IBP was founded by Than Zaw Oo and provides training in baking and pastry-making to students from blind schools and also schools for people with autism. He comments: *“Saw Phyu Win works hard and is a motivating role model for others. Although it took a bit longer to train him due to his blindness, I supported and encouraged him, and encouraged the other employees to do the same, and to raise awareness about the rights of people with disabilities.”*

Questions about internal resources

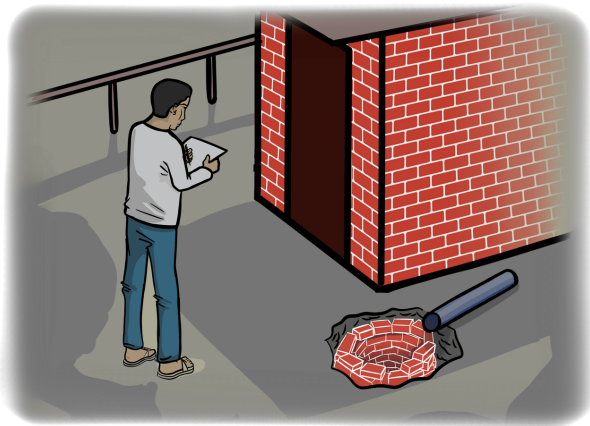
1. What (internal) competences does Saw Win Phyu have?
2. Using the table in chapter 2.1, how can you classify these competences? (which of the four types).
3. What do you think is Saw Win Phyu's most important competence?
4. How could your clients also develop that competence?

Case study 4. Developing core skills for work (see 2.1 and 2.2)

Medida was accepted by a community-based rural project team in India when he was 23 years old. He has a mild intellectual disability and was rejected as a child by his family and the community because of his difficult behaviour. He used unacceptable language and was physically abusive to his siblings. The team found him hyperactive and unable to engage in constructive activities, but he was quick to acquire skills, capable of good concentration and responsive to social rewards. He showed real potential and the team wanted to work with him to develop it.

Medida took part in training to learn how to take care of cows. By taking advantage of the community development fund started by the project, Medida's father bought a buffalo. It became Medida's responsibility to look after it. Being occupied in something productive and assuming responsibility seemed to result in positive changes. At the same time, the team worked with Medida, using reinforcing and other behaviour change techniques and encouraging family members to include him in household decisions. Community members were also involved.

Social workers counselled Medida about socialising outside his family. He volunteered to join a newly set up youth group in the village. At first, the group refused him entry because of lingering negative attitudes, but the team talked with them and they agreed to give him a chance. They involved Medida in their main task, monitoring village sanitation. He learned about the importance of sanitation for good health and was further assisted by a village support group that helped with the monitoring.



The village children, who used to fear or tease Medida, gradually accepted him. During festival celebrations the village leaders acknowledged his achievements. Now, Medida no longer stays at home alone. He often helps his father earn money selling agricultural products (Perry 2003).

Questions

1. What competences were missing in Medida (at first)? What type of competences are those? (see table in chapter 2.1)
2. What competences do you need to take care of cows?
3. What competences do you need for making household decisions?
4. What are Medida's external resources?
5. How did Medida's external resources support him?
6. What jobs do people with (mild) intellectual disability have in Myanmar?
7. What jobs could people with (mid) intellectual disability have in Myanmar?

Source: Skills development through community-based rehabilitation (CBR). A good practice guide. International Labour Office. Geneva: ILO, 2008.

Case study 5. David Luyombo from Uganda (see 2.3)

When David Luyombo became disabled by polio at the age of three, his father lost interest in him and gave him up as hopeless. As a disabled child, he thought he had no future. But his mother insisted that David attend primary school. The school was four miles away, and he had to walk (he walks with some difficulty using a crutch.) Afterwards, he attended a boarding secondary school in Kampala (chosen because he would not have to walk to school) and then went to a college where he got a diploma in bookkeeping and secretarial work.



This vocational choice had been made for him by his teachers, who assumed he would only be able to cope with a sedentary (sitting) job. But David had other aspirations: to work for the development of disabled people in his home area in rural Masaka. He did not see working as an accounts clerk in Kampala as a way to achieve that. So, sponsored by a local NGO, David trained as a veterinary technician in a distance learning course at Makerere University. He qualified in 1990 and moved back to his home in Masaka to become a veterinarian.

He began by raising cows, goats, pigs, chickens and turkeys and providing these animals to families with a disabled member on condition that they gave him the first offspring, which could then be given to another family. As a qualified veterinarian, David provides training for families and disabled people in better animal husbandry to ensure they can look after the animals. He has recently established a training centre with accommodation, where people can come for animal husbandry training courses lasting several days. This Centre includes a model farm with Friesian cows, cross-bred goats and pigs, good quality turkeys and chickens.

David says: *"I wanted to say no to my own experience of limited opportunities, stereotyping and discrimination. I wanted to prove that real development with disabled people in rural areas in Uganda is possible. Traditionally, disabled people, if they are taught anything at all, are*

taught handicrafts, which are very difficult to sell in rural areas. It seemed to me that the only thing that made sense was farming, and in particular livestock.”

David’s story provides a striking example of how a disabled child can develop from considering himself or herself worthless to becoming an important force for the development of the wider community, providing assistance and being an inspiration to others.

Questions

1. David’s teachers had a different idea of an appropriate job for him than David himself. Why did they have different opinions?
2. To what extent are people with disabilities able to indicate what job is suitable for them?
3. How would you deal with a client who has a very different perspective on what type of job (s)he can do than what you think (s)he is capable of?
4. Why is it important that people with disabilities make their own choices in life?

Source: Skills development through community-based rehabilitation (CBR). A good practice guide. International Labour Office. Geneva: ILO, 2008.

Case study 6. Ko Htet Htet's (male, 30) (see 4.1)

"My right leg has a disability due to polio. I use a crutch. I have difficulties in walking for long distances and carrying heavy items. I applied for a job as an administrative assistant at a company. I was appointed when my direct supervisor was out of the office on a business trip. I was really happy and tried my best during the probation period. I completed all the assigned duties and followed office rules and other instructions.

My direct supervisor then came back after a few weeks. I was called by the Human Resource Manager and told that my employment agreement was cancelled. The Human Resource Manager said that my direct supervisor did not want to hire people with disabilities because he assumed that disabled people could not perform some duties such as delivery of items or visits to other companies and shops. I was shocked. I realised I had lost my job due to stereotypes about disability."



Questions about beliefs and stereotypes

1. Think of as many reasons as possible why someone with a crutch could not perform well in a job.
2. How would you address each of these reasons when an employer mentions them during a conversation?
3. What advice or coaching could you give to Ko Htet Htet?

Source: Myanmar Centre for Responsible Business (2018). Employing People with Disabilities. A Handbook for Employers in Myanmar.

Case study 7. Chang shin, Vietnam (see 4.2)

In its Vietnam operations, the Nike subcontractor Chang Shin produces a million pairs of sneakers a month. Participating in that production are 161 workers whose disabilities range from mobility to visual and hearing impairments, and from mild to severe. The disabled employees work alongside non-disabled employees throughout Chang Shin's 22 production workshops, which engage a total of 18,500 workers. Chang Shin has achieved its integration without any assistance from a disabled person's organisation or NGO and in a country with a labour code that has an outmoded provision for a seven-hour work day for disabled workers, that will hopefully soon change.



Chang Shin began hiring disabled workers in 2001, an initiative encouraged by the owner of the Korean-based company. Since then, the company has seen a steady increase in productivity, employee retention, workplace morale and public image. It is a good example of commitment and creative hiring.

According to Oliver Edolsa, Chang Shin's Assistant Director of Corporate Responsibility Compliance, it took creative thinking to weave into the workforce the employees who needed to leave an hour earlier than other employees. But with technical support from Nike and others, Chang Shin found jobs where the shorter work day didn't impact the assembly lines, such as in component preparation, maintenance and custodial jobs. Initially, Chang Shin worked with the Government for a trial exemption that allowed for 25 disabled worker volunteers to work an eight-hour day. The programme was a success, and both Nike and the Government are looking to review it in the future and to change the outmoded law.

Two of the disabled employees have been promoted for excellent performance, and others fill key posts throughout the factories; one of them is in charge of cooling system maintenance, for instance.

Mr Edolsa admits that the management staff worried at first when the disabled workers expressed little confidence in their abilities and the non-disabled workers seemed unsure of how to interact with them. Time, he found, erased all concerns. As everyone saw the equal capabilities of the disabled workers and once Chang Shin learned to accommodate their work day, disabled employees became more confident and the non-disabled workers became quickly accepting and supportive.

As the number of factories located around Ho Chi Minh City increases, turnover rates within various enterprises have increased dramatically. Chang Shin experiences an overall 26 per cent annual turnover rate - except among its disabled employees. Only two disabled workers have left. *“In terms of advantages, generally the turnover rate for disabled workers is very, very low compared to other workers,”* explains Mr Edolsa.

Chang Shin’s initiative to hire disabled workers has also brought the subcontractor some excellent publicity, including many features in Vietnamese newspapers. Chang Shin’s disabled worker programme has contributed to its internal image and workplace morale as well. *“We are perceived as a company that tries to do good, not only by the Vietnamese government, media and other external parties,”* says Mr Edolsa, *“but also by our own employees.”*

Questions

1. What benefits do Chang Shin and Mr Edolsa see in hiring people with disabilities?
2. How could you use this case study to convince other potential employers?
3. What benefits of working with a disabled person could you point out to co-workers?
4. Why is it beneficial for a company’s image to hire a person with a disability? Is this also the case in Myanmar?

Source: EmployAbility: a resource guide on disability for employers in Asia and the Pacific. Debra A. Perry, editor. Bangkok: ILO, 2007

Case study 8. Thet Paing Soe's story with Sule Shangri-La Hotel (see 4.2)

Thet Paing Soe, who is 29, has been a Service Associate in the Laundry Department of the Sule Shangri-La Hotel in Yangon since 2014. He has hearing loss and speech impairments. His duties are washing, drying, and ironing clothes and linens.



"I am impressed that all my colleagues are highly motivated to work. They are also very kind and support me at the workplace. I sometimes face difficulties in communicating with new staff, but my other colleagues always help me to communicate smoothly. I am very happy to work in this hotel. I have also made friends here. My manager arranged for some experienced staff to help me and gave me enough time to learn during the on-job-training. This is why I can use an iron and other machines by myself. Before I started to work at Sule Shangri-La Yangon Hotel, I sold chewing 8 tobacco, and worked as a mushroom farmer and a waiter at a restaurant. However, I could not earn enough money to support my mother. Now I can support my mother better than before and save some money for my future. I would like to work at Sule Shangri-la Hotel for another six or seven years."

His direct supervisor, Aung Hein (m), Laundry Manager, comments: *"When Thet Paing Soe started, he was a little worried about using machines for ironing. However, he became used to working with the machines a few weeks later. We communicate in writing. He works harder than the others at any task I give him. He works better if we give him one assignment at a time so that he can concentrate on a single assignment. I find him very dutiful, and he never wastes time at work. He is a quick learner and it took less time to train him compared to other staff. Now he is able to work in nearly all sections in the laundry including in the washing, drying, ironing sections. All of our staff feel like he is also one of our family members."*

Sule Shangri-La Yangon hotel employs ten disabled people. The Shangri-La Group aims to provide people with disabilities with opportunities for upward mobility in every local community in which it operates. In 2012 they set a hiring target of 2% disabled people of its permanent staff at all Shangri-La Hotels.

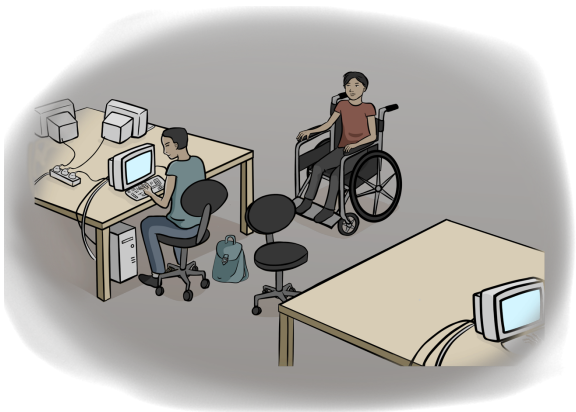
Questions

1. What benefits does Aung Hein see in hiring people with disabilities?
2. What competences does Thet Paing Soe have that makes him an attractive employee?
3. How could you use this case study to convince other potential employers?
4. How would you use a rights-based argument to convince a potential employer to hire a person with a disability?

Source: Myanmar Centre for Responsible Business (2018). Employing People with Disabilities. A Handbook for Employers in Myanmar.

Case study 9. Accessible workplace for Min Min (see 4.3 and 9.1)

Min Min, a wheelchair user, has just been hired in the marketing department. During the introductory process, he stressed that he would need the help of his teammates to keep aisles and pathways clear and ensure that his wheelchair wasn't obstructed. Min Min would also need an adjustable desk in an accessible meeting room for meeting with clients. Several weeks after he started work, Min Min met with his manager, Say Say, expressing frustration that his access needs were not being met. His co-workers persistently left their bags and other belongings scattered on the floor, and he shared that he'd often been forced to meet in public areas with clients because no accessible meeting space was available.



When Say Say reminded the team that they needed to accommodate Min Min's wheelchair, a few were unsympathetic to his situation and implied that he was asking for "special treatment." Tensions began to grow between Min Min and some team members, making it harder and harder for him to get work

done. Despite the fact that clients enjoyed working with Min Min and the quality of his job performance had been consistently high, he started struggling in performance reviews and considered requesting a transfer to a different department.

Say Say hasn't been in a situation like this before, but he knows that Min Min can be a strong performer on the team if he has the right support. He reaches out to his internal HR representative to get advice on how to talk with his team about the situation.

Questions

1. What are the (underlying) reasons for Min Min's co-workers to act the way they do?
2. What could Min Min do differently to change the situation?
3. If you were the internal HR representative, what advice would you give to Say Say and to Min Min?
4. What role could there be for a job coach in this story?
5. How could this situation have been prevented?

6. What should be done to make the workplace accessible?
7. What costs would be involved in making the workplace accessible?

Source: original unknown but adapted by Huib Cornielje, Enablement 2018

Case study 10: Mr Anh in Vietnam (see 5 and 6)

The situation in 2010

Mr. Anh is a 32-year-old man who lives with his parents in a small village in the centre of Vietnam. Twelve years ago, he got an accident while working in the mountains. Because of a landslide he broke his back and his legs. After being in the hospital for some time he was sent home. His parents now take care of him. In the daytime they work and in the evening they run a small pool-billiard café in their garden.

Mr. Anh is a paraplegic (spinal injury, not complete). His legs are paralysed, and he has no sensation in them. The joints in them have become stiff, the skin feels sticky and has some wounds. Because of the skin-problems he smells. Most of the time he is in bed; he needs help to get out of his bed, and to go to the toilet or bathroom. He cannot sit without support.

Catholic nuns living nearby visit him regularly. They have provided a wheelchair for him, but because he cannot sit stably in the wheelchair he could not move around by himself. His parents took him outside once in a while, but he did not like to be pushed around. The sisters provided a tricycle, but it is heavy. With his sitting problems he hardly uses it; he feels ashamed going around.

In addition, the family's home is not accessible for wheelchairs. The parents grow some pigs and chickens to bring in income, and also bought a pool-billiard table and run a small café in the garden on evenings. From the road to the garden there are a few steps down, from the garden to the pool-billiard terrace, there are a few steps up, and from the terrace to the house there is again a step. The money for their businesses came from an American who regularly visited the sisters, and always visited Mr. Anh and left some money for the family.

Mr. Anh stays in his bed in the living room behind the curtains. He does not go out in the evening when there are guests, because they are afraid the guests



will stay away when they see him. Because he is in bed most of the time, his whole body is weak.

The sisters live nearby and have a small village rehabilitation centre for children. In 2013, an expert visited the centre and Mr. Anh and, together with the sisters, a rehabilitation plan was developed. Mr. Anh's goal is to be able to become independent in daily life and to work in the café of his parents.

Situation in 2013

Mr. Anh is independent in daily activities and can go out independently. The house has been made wheelchair accessible and a special bathroom built for him by the sisters. The kitchen and the area where the animals live are not accessible though. Mr. Anh was involved in a disability club, but only briefly. He went to the sisters' place regularly and learned to work on the computer, but also stopped doing that. At this moment, he runs a small café for drinks, but this does not provide him a reasonable income. The pool-table needs a new cover, but the family does not have (saved) money for this. Mr. Anh is now independent, but very passive. He himself does not take any initiative; his parents 'use' his situation to try to get donations. Often, when the sisters have (foreign) visitors the father goes to ask for some money left by the visitor.

Questions about the role of your client and family and about communication style

1. What communication style do you identify in Mr. Anh?
2. Why do you think he communicates and behaves in this way?
3. What could help him to communicate and behave more assertively?
4. What 2-3 tips would you give Mr. Anh in terms of involving himself in employment/income generation?
5. What do you think about the role of his parents?
6. What would you like to say to his parents?

Source: Roelie Wolting, Wolting Consultancy

Case study 11. Myint Htun Oo's story with Blue Ocean (see 9.1)

Myint Htun Oo is Customer Service Representative Staff at 1875 Call Centre, Blue Ocean Operating Management Co. He is 23 years old and of short stature. He has worked in this position for nine months. His main duties are to answer inquiries from customers by phone, ascertain problems or reasons for the call, and search for and provide appropriate information from a database.



"I am happy in my workplace because my colleagues are warm and friendly to me. I have been teased about my disability by my friends, but I have never been discriminated against at this workplace. My colleagues help me if I face difficulties in completing my work. For example, when I receive questions from a customer that are difficult to answer, colleagues nearby always give me advice so I can reply correctly. The company also accommodates my disability. All employees need to use a fingerprint attendance system. But I cannot reach the fingerprint reader on the wall as I am shorter than my colleagues. My manager adjusted the height of the fingerprint reader for me, which impressed me. I always try to work hard to answer questions from customers well. In the past nine months, my skills in communication and computers has also improved. I love my job and my colleagues and will try my best at work."

Myint Htun Oo's Supervisor, Sony Than notes: *"Myint Htun Oo is willing to work hard and take on responsibilities. He is a one of our better performing members of staff. He is respectful and maintains good communication with colleagues in his department."* Blue Ocean is committed to creating job opportunities for employees with disabilities, since its Call Centre jobs can be performed by many people with disabilities.

Questions

1. What adjustments of the workplace have been made for Myint Htun Oo?
2. What is your estimate of the cost of this adjustment?

3. How would you respond when an employer tells you, *“I cannot hire your client because I’m sure it will cost me a lot to adjust the workplace”*?
4. What would be the best moment in a job placement trajectory to introduce the topic of access to the workplace?

Source: Myanmar Centre for Responsible Business (2018). Employing People with Disabilities. A Handbook for Employers in Myanmar.

Case study 12. Ko Than and his co-workers (see 11)

Jane, an engineering manager, hires Ko Than, an extremely talented coder who comes with excellent references, though one reference noted that he could become “frustrated,” but didn’t elaborate. Jane learns that Ko Than has a Cochlear implant - a device used to address damage to the inner ear in people with full or partial hearing loss - when he mentions being hard of hearing in a team meeting and asks people to “tap me on the shoulder to get my attention.” Initially, Ko Than does well on the team, and plays an active role in developing his skills and working with his colleagues.



However, after the first few weeks, Ko Than’s co-workers begin to say that he can be difficult to work with, and the quality of his work declines. In a meeting with Ko Than, Jane addresses these concerns, and he explains that he feels excluded from important meetings and the decision-making process. She realises that many critical conversations tend to take place in an informal and spontaneous way as people chat between their desks, pull each other aside, or talk in the halls. Ko Than can’t participate in these conversations because he doesn’t know they’re happening, and he also appears reluctant to ask for help, in addition to being irritated when people offer him assistance.

Jane follows-up with Ko Than, concerned that his work performance is suffering and asking what she can do to support him. She specifically outlines what she has observed as she watches the team interact. Ko Than admits that he has trouble following people if he can’t see their lips, and that it’s hard for him to differentiate between an ad hoc decision-making meeting and a group of people who may be talking about something else.

Questions

1. Ko Than has informed you about his conversation with Jane. What action(s) would you take as a job placement coach?
2. What could Jane do to change the situation?

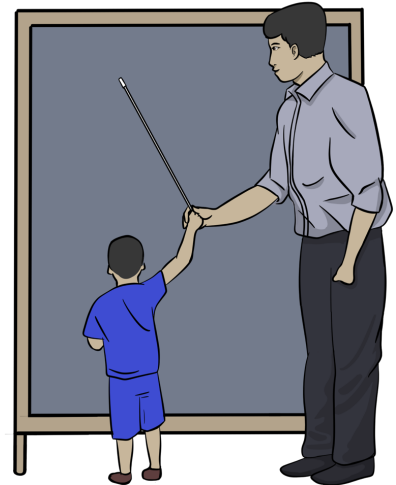
3. What could Ko Than do to change the situation?
4. Could this situation have been prevented? If so, how?

Source: original unknown but adapted by Huib Cornielje, Enablement 2018

Case study 13. Refused as a teacher (see 11)

Issa Sawadogo is a youngster in Burkina Faso who has deformities of his hands due to leprosy. He is well-educated and has received a certificate that gives access to certain jobs in the country's public service. Issa registered at a vocational school in the city of Fada to maximise his chances of getting a much-desired teaching job. He finished his training there and obtained his proficiency certificate.

Even with this second diploma, Issa has spent three years applying for all kinds of teaching jobs. Whenever he receives a call from a public school to invite him for a job interview, the school seems enthusiastic about his qualifications. But once they see the signs of leprosy, employers shrug away from hiring him.



Finally, after three years, a public school is willing to hire Issa. Of course, Issa is more than happy and with lots of enthusiasm he starts to teach children. But after some time, the headmaster tells Issa that he has been fired. Parents of the children in Issa's class heard that he has leprosy and they are afraid that their children will also get infected. Some teachers have filed a complaint and requested that Issa stop teaching. They told the headmaster that Issa cannot be a good teacher as only sinful people are infected with leprosy. In the last months they started to avoid Issa in the canteen and ignored him during meetings. Some school children also spread the rumour that Issa has stolen money from the school.

The headmaster explained to Issa that while he was convinced that Issa is a great teacher, he has to fire him in order to avoid trouble with parents and teachers. Although Issa is very upset and angry, he understands the decision of the headmaster and has let the matter go. He now lives with his parents, who provide for his daily needs.

Questions

1. Could this have happened in Myanmar too?
2. Do you agree with Issa's course of action?
3. If this had happened in Myanmar, what would you do as a job placement coach?

4. What can Issa do to change the situation?

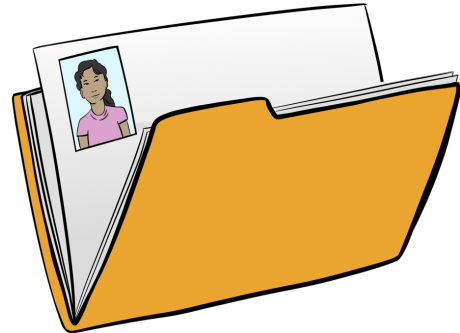
Source: Liliane Foundation and Enablement (2014). Advocacy for Disability Rights Course. A manual for community based organisations. Alphen aan den Rijn, The Netherlands.

D. Other assignments

Assignment 1. Mapping your own network

Individual part of the assignment

1. Your goal is to find interested employers to match with your client database.
2. Write your own name in the middle of a sheet of paper.
3. Write down the names of 3 friends, 3 family members and 5 persons from relevant organisations (government, non-governmental organisations, companies) that you are currently in contact with. Try to think broadly: include anyone with an interest in disability and/or employment.
4. Choose a colour and draw circles around contacts that are already involved in employment for people with disabilities.
5. Choose another colour and draw circles around contacts that have a lot of power and influence to arrange for employment for people with disabilities.
6. Identify actions for each partnership (between you and a specific contact) in order to reach the goal.



Plenary part of the assignment

7. Collect all the papers and put them next to each other on the wall or table.
 - What organisations and individuals appear on more than one map? Highlight these names with a coloured marker.
 - Did you write the names of your fellow participants on your map? If not, add them. Draw lines on the flipchart to link the circles to each other to demonstrate how the participants' own networks have expanded.
 - Look at the large wall map and think about the benefits of belonging to this network.
8. Brainstorm on the benefits of a network.

Assignment 2. Making a good first impression

1. Divide the group into four. Each group receives a marker and a set of 20 small cards. Groups 1 and 2 receive small cards in colour one (e.g. blue). Groups 3 and 4 receive small cards in colour two (e.g. yellow).
2. Groups 1 and 2 write as many things down that would give a person a good first impression when meeting for a job interview. Each thing is written on a separate small card.
3. Groups 3 and 4 write as many things down that would give a person a bad first impression when meeting for a job interview. Each thing here is also written on a separate small card.
4. Get the groups together and try to match the cards of group 1 and 2 ('positive things') with group 3 and 4 ('negative things').
5. Discuss which three things are most important for having a first good impression and what is needed for that.



Source: Liliane Foundation and Enablement (2014). Advocacy for Disability Rights Course. *A manual for community based organisations*. Alphen aan den Rijn, The Netherlands.

Assignment 3. Elevator-pitch

An “elevator pitch” is the name for a short convincing presentation that can be used during a planned or spontaneous interaction with an important/influential person. Imagine that you meet a potential employer in an elevator. You have one or two minutes to convey your message to this person. It would be a pity if the right words don’t come out at that precious moment.

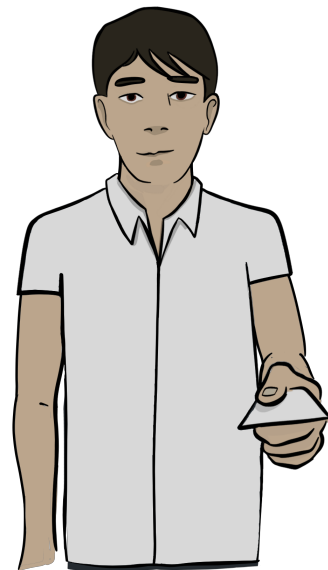
A good pitch for advocacy takes two elements into account.

1. **The content of the message** Use a logical order to build your message.

- Introduce yourself (and others if you are more than one) and the organisation you represent. Present your organisation as a key player in the country. Don't assume your audience knows your organisation. The length of the introduction depends on the knowledge of the other. Be complete but not too long.
- Start with the '*Why*' (why people with disabilities need employment). This is the most important part of the pitch as it intends to reach to the heart and the emotions of the other and to catch his/her attention. Consider the interests of the employer.
- Continue with the '*What*' (what needs to be done, solutions for the described problem). Have a clear solution(s)/suggestion(s).
- Finish with the '*How*' (how should it be done). Know what the next steps are towards a job interview.
- End with a concrete open question (that provokes reaction and continuation), a question that moves you forward.

2. The personal presentation of the pitcher

- Respect the handshaking protocol
- Offer your business card, if you have any
- Don't be submissive, nor arrogant; try to be equal
- Keep eye contact (don't fumble)
- Respect for what you say comes from who you are (legitimacy)
- Match your tempo to your message
- Select your words carefully – no jargon or abbreviations
- Don't say "I hope" or "I think" – this shows uncertainty
- Show emotion, be passionate
- Use powerful words and active language – avoid using too many words and infinitives
- Be prepared for interruptions
- Don't memorise your pitch but know the key words



Preparing a one-minute pitch

1. Write a one-minute pitch that explains who you are, what you do, and what you want from an employer. Consider the points above.
2. Imagine that you use this pitch when you call an employer to make a first appointment.
3. Practice your one-minute pitch in front of another JPC and ask for feedback.
 - What is good about your pitch?
 - What can you do to improve your pitch?

If anyone is ready for this, practice the one-minute pitch in front of the group. Discuss what is good and what could be better.

Preparing a two-minute pitch

Do the same as in assignment 3a, but now prepare a two-minute pitch. Imagine that you use this pitch in the first meeting with an employer.

Assignment 4. Goal Setting

Create a goal by doing the following.

- Write down what you want to accomplish with a person with a certain disability in terms of employment. Try to think about someone you know or imagine a certain person. This is your tentative goal statement.
- Write down any obstacles that may prevent you from reaching your goal. These may be all sorts of obstacles e.g. the person is insecure, shy, not motivated etc.
- Write down actions you will take to overcome each obstacle e.g. to counsel the person, to coach the person.
- Polish your goal statement by addressing obstacles and how you plan to overcome them.

