



Job Coaching Tools

Training unit 4

Leonardo da Vinci partnership project
„Euro Job coach“

2011-2013

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Task Analysis

Target group

The tool Task analysis can be used for any target group and the client on any level of preparation for job and on any level of skills. It shows the present status and potential options for intervention and further additional training.

Objectives and context (if applicable)

Effective support on and off the job is one of the core elements of Supported Employment which makes it different from traditional placement services. On and off the job support is related both to starting a new job and maintaining the job over a period of time. The support that is provided is dependent on the individual needs and skills of the employee and needs of employer.

Job coach is doing the task analysis with the klient and with the job assistant at work (on the side of employer) to identify the range of tasks and the level of their fulfillment for the position given to employee.

Here is given an example of the Job position „Waiter“ in sheltered cafeteria Radnička . The Task analysis in Radnička is done for the purpose of the job exercise (before open labor market placement or during the sheltered work after the period of training to correct the job provision and to design the additional training and practice or any other corrective measures).

Instructions and methodological approach

The annexed Task analysis sheet is filled in by job coach or job assistant or both at the beginning of job (first two weeks) as a part of monitoring on the job place. The results are discussed with the klient as well and the proposed measures are consulted and agreed

Feedback and evaluation :

Task analysis is an important tool accepted by both ,managers and job providers. It is illustrative and easy to understand.

Sources (web-links, bibliography)

EUSE Position Paper “On & Off Job Support” ; Job Coach / Skills Trainer UNTWISE

Attachment N.1 „Task analysis sheet“

Task Analysis					
Name of the employee: _____	Job position: _____				
Jobcoach: _____	Task: _____				
Date of the observation: _____	Location: _____				
Task Steps:	+	+/-	-	M	Remarks:

Further comments and recommended steps:

- + The worker completed the step of the task correctly, without any assistance.
- +/- The worker needed assistance to complete the step of the task
- The worker did not complete the step of the task
- M The worker had “mastered” the task. He is doing the step regularly, without hesitation, several days after each other

Attachment No 2 „Task analysis example“

Further comments and recommended steps:

Task Analysis				
Name of the employee: x _____		Job position: <u>waiter</u>		
Jobcoach: y _____		Task: <u>1. Communication with customer</u>		
Date of the observation:		Location: <u>caffee Radnička</u>		
Task Steps:	+	+/-	-	Remarks:
The waiter:				M
1.1. Welcomes and greets the guest immediately	X			
1.2. Communicates nonverbally /smile, eye contact/				X
1.2. Speaks clearly		X		Still stammers when nervous
1.3. Speaks loud enough	X			
1.4. Greeting is relevant to the daytime	X			
1.5. Language selection is appropriate			X	Says hello in French to all customers
1.6. Flexibility, independence	X			
1.7. Offers seats and table		X		Sometimes forgetting to do this step. Assistant has to remind him
1.8. Offers menu				X
1.8. Answers questions	X			
1.9. Offers alternatives when necessary	X			
1.10. Gives advice with order	X			
1.11. Registers offer	X			
Training “refresh” about appropriate greetings recommended. Communication training to gain more self-confidence.				

+ The worker completed the step of the task correctly, without any assistance.

+/- The worker needed assistance to complete the step of the task

- The worker did not complete the step of the task

M The worker had “mastered” the task. He is doing the step regularly, without hesitation, several days after each other

Signal light plan - method

Target group

This tool can be used for every targetgroup. It is a helpfull tool for people with physical or/and psychic problems. It can be used by people with low or high intelligence. The person must be able to look at himself, if needed with help from the coach.

Objectives and context (if applicable)

The tool is being used in jobcoaching but also during working experience places.

Instructions and methodological approach

Step 1

In an apointment you have a printed version of the tool with you. You explain the tool to your kandidate and discuss the reason why you think it is important for the person to use the tool.

Step 2

Together you talk about the example to check if the kandidate understands the tool

Step 3

Than you put the empty plan in front of the kandidate and talk about the it with the kandidate. Together you fill in an example from the kandidate at each zone.

Step 4

Homework – the kandidate is going to fill the plan further in at home

Step 5

The next apointment you discuss the plan together, if needed you also involve the employer at this point

Step 6

The kandidate makes a digital version of his final outcome and sends this plan to his coach

Step 7

The coach makes the plan readable/clear/short etc..

Step 8

The plan can be plastified for the kandidate for at home and at his work

Step 9

Make an apointment with the employer and let the kandidate explain the tool to him.

Step 10

The first period of time you can ask the candidate often in what zone he is. In this way he learns to work with the tool. Let him look at the tool every day to create awareness.

Materials

Signal light plan 4 attachments

- Clarification for employee
- Clarification for employer
- Empty signal light plan
- Example signal light plan
- Pen
- Room private

Feedback and evaluation

The tool is already been used a lot by the jobcoaches of Picos. It is a very handy tool to let people get more involved at their own welfare.

Sources (web-links, bibliography)

www.psychischenwerk.nl

Attachment

Signal light plan has 4 attachments:

- Clarification for employee
- Clarification for employer
- Empty signal light plan
- Example signal light plan

Attachment N.1 “The signal light plan – clarification for the employee”

The signal light is known as a light that indicates when a process is running well. But the power light also gives signals when it is likely to go wrong. You could also think in ‘traffic lights’;

Green = Going well!

Orange = Caution! Danger zone in sight!

Red = Beware! Look out! Stop!

It doesn’t matter if you have had physical or psychic problems. To learn from the past makes you stronger in the future. To be stronger especially means you know what to do and to do not to let the light stay in the green zone. Also you know what signals you get when the danger zone is coming closer and what the actions are you have to explore to keep out or get out of the danger zone.

Therefore make your own signal light plan and put it somewhere clearly visible for yourself. Maybe you can talk about your tool with your employer so he can help you take care of your health by looking after you. Your coach can help you discussing it with your employer.

Your coach has given you an empty plan and an example. Fill in your own plan yourself!

- What do you feel, what signals do you get from your body and mind when you are doing well (when the light is green)
- What do you feel, what signals do you get from your body and mind when the danger zone is getting closer (orange light). Maybe you also show signals which your colleagues/employer can remark when you are getting closer to the danger zone.
- What do you feel, what is happening, what behaviour are you showing when you are fully in the danger zone (red light)

And then the most important part! →

- What actions help you to stay in the green light
- What actions help you to get out of the danger zone? What should you do and what can someone else do? What do you need? What behaviour and actions can you make to go back to the green zone?
- What actions help you to get out of the self-destroying danger zone? Which actions were successful in the past to get through the orange zone back in the green zone?

Talk about the signals you have written down with people you trust and who know you well like your family and friends. Do they recognize the signals you have written down?

Do they have also other signals they see when you are not doing well?

Maybe they also have some suggestions of actions you can explore to take better care of yourself. If their suggestions fit you, you can fill it at your play.

Discuss your filled in signal light plan with your jobcoach. When you have a final signal light plan, you can show the tool to your employer and tell him what he can do to help you when you are risking the orange or red zone. Success!

Attachment N 2 “Clarification for the employer”

In the attachment you find an example of the “signal light method”. This is a method we often use to make employees more self-aware and more responsible about their welfare. As an employer you can have a supporting role.

It doesn’t matter if your employee have had physical or psychic problems. To learn from the past makes him stronger in the future. To be stronger especially means he knows what to do and to do not to let the signal light stay in the green zone.

The coach has asked your employee to look back to a difficult period in his life and to look for the thing he learned from it.

- What does he feel, what can he do when he is fine (when the light is green)
- What does he feel, what can he do when the danger zone is getting closer (orange light) What signals can you observe as an employer when your employee is getting closer to the danger zone.
- What does he feel, what is happening, what behaviour is he showing when he is fully in the danger zone (red light)

And then the most important part! →

- What actions helps your employee to stay in the green zone?
- What actions helps your employee to get out of the danger zone? What should he do and what can you as an employer do? What behaviour and actions can he make to go back to the green zone?
- What actions helps him to get out of the self-destroying danger zone? Which actions were successful in the past to get through the orange zone back in the green zone?

The coach has given your employee an example of a signal light plan and an empty plan to fill in for himself. Your employee has had a verbal and written explanation from the coach.

At the next appointment it would be nice to discuss the filled in plan also with you.

Maybe you have additional information on the plan from your employee. When the final signal light plan is made the employee will give you a copy so you will be able to support him.

An employee in the green zone performs better and is more enjoyable to work with than an employee in the orange zone or where the steam is getting out of his ears!

Success!

Zone	Feeling	Signals	Actions
Green	Feeling good!	<ul style="list-style-type: none"> - Dancing, singing, happy - Laughing - Making small talk - High working speed - Giving compliments to colleagues 	<ul style="list-style-type: none"> - Going to bed on time - Keep seeing things in perspective - Be satisfied - Accept compliments - Brush my teeth
Orange	Irritated	<ul style="list-style-type: none"> - To puzzle over - Quick irritation - No good sleeping time - Slow responsiveness - Obsessive eye blinking 	<ul style="list-style-type: none"> - At home drawing - Write down my thoughts and check them - Talk about frustrations before exploding - Have more resting and smoking breaks - Doing something simple, wherefore I don't need my head thinking - Have a complain break with a colleague/friend - Telephone jobcoach, to talk about frustration - Tell your employer you are in the orange zone
Red	Aggressive	<ul style="list-style-type: none"> - Very tired - Verbal aggressive - Silent, in my own thoughts - Isolate myself - Ignore others - Depressive - Cold hearted - Throwing things 	<ul style="list-style-type: none"> - Biking - Skating - Take extra rest, don't go in contact with other people - Sleep - Playing DS/computer games - Telephone jobcoach - Tell your employer you are in the red zone

Permanent points of interest:

- Be assertive
- Bad times will go by
- I don't have to rescue the world!
- Control my thoughts
- Have enough physical challenge to get rid of the overload of energy
- Have enough rest and structure in life

Signal light plan from:

date

Zone	Feeling	Signals	Actions
Green			
Orange			
Red			

Permanent points of interest:

Understanding workplace culture

Target group

People who are going to start working in a new environment

Objectives and context

To learn and discuss with the client the unwritten rules of the company, different aspects of the workplace culture. The tool can be used before the first day at work/practice in order to avoid misunderstandings and also first week at work.

Instructions and methodological approach

The specialist discusses with the client the different aspects of workplace culture according to the structure (Attachement No 1). These are the topics for discussion:

Dress code

Employee dress codes vary not from industry to industry, but from one workplace to another within the same industry. As an employee you are paid not only to do the work but also to carry the image of the company. It's important not just what you wear, but how you fix your hair, wear your make-up, your nails etc.

Personal Use of Equipment and Resources

Is it okay to use the telephone of the company to make a personal call on your break? Are you allowed to pour yourself coffee any time you want? The trough is – you don't know until you ask. But until you do, assume it is not okay. Assuming it is fine to do something when it is not can get you fired.

Everyday Employee Protocol

Does starting at 8:00 AM mean you need to get there at 7:45 AM because your first customer will be at your face at 8:02 or do you get 15 minutes to “open up”? What are the options for lunch time? Can you bring a lunch? Is there a microwave, refrigerator, or cafeteria? What restaurants or food stores are in the area? Can you have breaks for smoke and how often? Dealing with unusual circumstances (they better be unusual) Can you change your schedule in order to make a doctor's appointment? What if you need to take your dog to the vet? What if someone in your family is very ill – can you take some time off?

Communication style

How do people address each other? Do certain individuals have titles you should be aware of? Is it ok to call people by their first names? How do you greet customers or clients of the company? How do co-workers greet each other? Is a high-touch culture with group hugs or do people nod their heads slightly

when they are thrilled to see each other? Can you just walk into person's room or do you have to knock? Do employees socialize during lunch or dinner breaks? How would you characterize the sense of humor of this workplace?

The job-coach discusses with the client the topics questioning "what are the Do's and Don'ts with regard to....."

The specialists marks the fields: "discussed", "need to be found out" or "not applicable" in the form.

Materials

"Unwritten rules" (Attachment No 1)

Feedback and evaluation

The client has clear understanding of the culture of the company and knows the questions he/she has to find out at his/her first working week.

Sources (web-links, bibliography)

30 Ways to Shine as a New Employee. A Guide to Success in the Workplace", Denise Bissonnette, 1999 ".

Attachment „Workplace culture“

	Discussed	To be clarified	Not applicable
DRESS CODE			
Clothing/uniform			
Shoes and socks or stockings			
Jewelry and accessories			
Nails			
Hair			
Make-up			
Personal Hygiene			
EQUIPMENT AND RESOURCES			
Usage of the phone of the company			
Usage of personal phone			
Computer			
E-mail			
Skype			
Facebook			
Printer or copier			
Food and/or Drink			
Other			
EVERYDAY PROTOCOL			
Starting			
Taking breaks			
Smoking			
Eating and drinking			
Listening to music			
Use of employee lounge or other areas			
Other			
UNUSUAL CIRCUMSTANCES			
Acceptable reasons of absence			
If you are late			
If you are ill			
Changing schedule			
Need to come in late or leave work			
If you need help/have question			

Tool for the evaluation of the working experience

Target group

Unemployed people

Objectives and context (if applicable)

To evaluate the working experience (stage)

To involve the company in the evaluation

To identify weak and strength points of the clients

To intervene on weak points of the clients

Application context

This tool for workplace insertion evaluation is regularly used in vocational training courses and it is adapted to the kind of training pathway, the kind of job that will be performed and to the client.

Instructions and methodological approach

Step 1 – To identify the tutor on the job (in the enterprise)

Step 2 – To present the evaluation tool

The evaluation toll will be adapted to the kind of job that will be performed by the client in the company. This adjustment process will be performed in cooperation with the tutor.

Step 3 – To fill in the evaluation form (by the tutor on the job)

At the enf of the stage, the tutor on the job (often in cooperation with the client) will fill in the evaluation grid.

Step 4 – Consideration on the evaluation (by the coordinator)

The stage evaluation will be the subject for some reflections to understand which integrations are needed by the training pathway and have to be proposed to the client. The stage evaluation has a great importance in the overall evaluation of the training pathway..

Materials

Forms attached.

Feedback and evaluation

Company participation in the evaluation ; Evaluation on the stage period.

Attachment N. 1 “ Stage evaluation ”



Evaluation of workplace insertion (to be filled in by the company)

Project title

Student name and surname

Stage Period

from..... to

Company

Tutor on the job

1) in which sector the client has been placed?

2) Main activities carried out by the client during the stage period.

3) Please note any problems met by the client in the assigned tasks

4) Please note in which activities the client has requested more help by other colleagues

5) Please note in which process and activities the client turned out to be up to expectations.

Evaluation grid

Behaviour	Evaluation Criteria	Expected Evaluation	Evaluation of obtained results
Behaviour on the workplace	Relationship with the tutor	3	
	Relationship with other colleagues	3	
	Relationship with the organisation	4	
Behaviour towards assigned tasks	Attention and motivation	5	
	Independent and organizing ability	5	
	Concentration and attention	5	
	Accuracy and reliability	5	
Total		30	

Knowledge	Evaluation Criteria	Expected Evaluation	Evaluation of obtained results
	Technical vocabulary	5	
	Procedures	5	
	Technical knowledge	10	
	Basic knowledge	10	
Total		30	

Skills	Capability to perform a job following someone' else instructions	10	
	Capability to perform a job alone	30	
Total		40	
General evaluation		100	

Notes/suggestions

.....

.....

Date
company

Signature and stamp of the

Methodology and coaching tool in favor of just employed disabled persons

Target group

Disable persons having signed a working contract.

Objectives and context (if applicable)

- Facilitating the newly employed person integration in the working organization and on its working station.
- To bring about a technical support to the employer to eventually compensate people's lacks.

The following tools are employed in the frame of the coaching activities addressed to the disabled employees. The average duration of the coaching step is about 6 months after the signing of a working contract. This activity is carried out either over the phone or via in company visits. An agreement contract is signed with the employer, before starting any kind of activity.

Instructions and methodological approach

Step 1

Sign up a coaching agreement with the newly employed person.

Step 2

Make the coaching activities over the phone or via in company visits.

Step 3

Ending the coaching activities.

Materials

- Computerized data base to enter stock and manage the information required to assure the coaching activities.
- Follow up booklet recording all useful data on employers and employees coaching activities
- Computer, office softwares, Internet connexion, phones.

Feedback and evaluation

- 15 years experience in the field.
- 450 working placement per year.
- 600 employers prospect per year

Attachment

- Methodology guide,
- Coaching grid,
- Agreement and letter model,

Attachment "IN JOB FOLLOW UP"

Job coaches negotiate a post contract signing agreement to assure the follow up of the placement. The follow up agreement can be tailored according to the beneficiary and company specific requirements.

Step 1: POST CONTRACT SIGNING FOLLOW UP AGREEMENT SAMPLE

This post contract signing follow up agreement is made effective as of, by and between

At one side,

Company -address Phone. :, Fax :, e-mail :
.....,

Represented by Mrs. / Mr.Job-coach :

And at the other side,

Company -address
Phone. :, Fax :, e-mail :,

Represented by Mrs. / Mr.

Therefore, the parties accept and agree as follows,

Set a professional integration plan in favor of :

Name and surname of the newly employed person

On the following basis :

Duration : **6 months**

✓ Starting date : **18/07/2012**

Ending date : **17/01/2013**

With the following communication requirements :

In job visits: Frequency : 1 visit

Phone contacts: Frequency: 2 calls

In order to deal with the following matters:

Sizing of the professional integration of the newly employed person, on its job. Emphasis will be stressed on disabilities matching with the given tasks and the environment.

Sizing of the professional integration of the newly employed person, on its job. Emphasis will be stressed on skills and competences matching with the given tasks and the environment.

Job coach agrees to get committed as follows

- Assures the newly hired person coaching and follow up, especially when it comes to professional difficulties linked to disabilities, in accordance with the company.
- Surveys a precise diagnosis of the above mentioned difficulties especially when it comes to the adequacy of the given job tasks and the disabilities. The job coach will submit written proposals both to the company and to the person. The entire proposal has to bring about possible solutions, applicable in a short time. Proposals can also consider equipment's adaptations or change in the organizational process and even on training. All has to aim to improve the beneficiary professional integration and her / his performance.
- Get work doctor medical advices to be sure to submit adequate proposals, in accordance with the person disabilities.
- Call for specialists when it comes to visual impair persons or deaf people.
- Provide a technical supportive service aiming at obtaining financial compensations to implement all the submitted proposals.
- Write a final report to the attention of the employer,

The employer agrees to get committed as follows

- Facilitate the work of the job coach, and all specialists or experts that have to be involved.
- Inform and involve the beneficiary of the agreement.
- Inform the job coach of all changes that may occur concerning the beneficiary of the agreement throughout the all period of time of the present agreement.

Date , Place

The employer:

The Job Coach:

STEP 2 : Professional integration monitoring tools

Professional integration monitoring can last up to 6 months. Different operational modes can be applied: company visits, phone calls, e-mailing...

The purpose is to make sure that the efficiency of the professional integration. If any difficulty in the process of professional integration is pointed out, either by the employer or by the employee, then the job coach is informed. The job coach will have to work on possible adjustments, advices and technical solutions. All the efforts will be taken to make sure that the employee stays in job, at the best possible conditions. The job coach can also call for an expert (an ergonomists, for instance, if the workstation has to be reshaped according to the disabilities of the beneficiary).

JOB COACH :
ending date

Monitoring chart : starting date:

BENEFICIARY NAME AND SURNAME :

Job held:				
Profession	Type of contract	Starting	Ending	Employer

Diagnosis of the professional integration process

Phase A	Personal adjustment to the working organization			
	DATE :			
Degree of satisfaction	High (+)	Low (-)	In between (+/-)	Type of difficulties
Are you satisfied of your working environment?				
In other terms, how do you feel about:				
- working conditions				
- tasks and missions				
- working relationships				
- management				

Phase B	Personal adjustment to the working organization: trial period			
	Degree of satisfaction	High (+)	Low (-)	In between (+/-)
Are you totally aware of all the tasks and mission you have to accomplish?				
Are you totally aware of what exactly is expected from you?				
Can you keep up the pace?				
Do you meet any manager to check if what you do does correspond to what is expected?				
Did any one already greeted you for the quality of your work?				
Did any one already pointed out that you made any mistake?				
When asked do you get colleagues'				

support?				
Have you got the feeling that your competences are all exploited in the job?				
Do you think you are skilled enough for the job?				
Did any change already occur in your job? Was it you at the origin of it? Was it someone else at the origin of it ?				

Trial period final report (by the job coach)		DATE :
What does seem to be positive? What does seem to be a problem?		
Actions to be taken		

Phase C	Personal organization and working access			
Degree of satisfaction	High (+)	Low (-)	In between (+/-)	Type of difficulties
Have you got any personal organisational problems since you started working?				
According to your shift?				
In relation to your transfer?				
In relation to your mobility?				
In relation to your children (if any)?				
In relation to your children's schooling?				
In relation to the expenses linked to?				

Transportation?				
Food?				
Accommodation?				
Kindergarten?				
Others: ;				

Questionnaire for disabled job coaching

Phased D	Disabilities and work adequacy			
Degree of satisfaction	High (+)	Low (-)	In between (+/-)	Type of difficulties
Have you had any working difficulty due to your disabilities?				
Are your colleagues aware that you are a disabled?				
Does your direct supervisor know the counter indications linked to your disabilities?				
Is there any adjustment already in?				

Phase E	Skills and work adequacy			
Degree of satisfaction	High (+)	Low (-)	In between (+/-)	Type of difficulties
Have you had any difficulties in your job due to your competences?				
Did any one pointed out any lack of competences in your job? Colleagues? Hierarchical				

supervisor?				
Are your skills correctly employed?				
In your opinion your skills are suitable for the job?				
Did any professional adjustment occur? Because of your sayings? Because of others' sayings?				

JOURNAL OF ALL MONITORING ACTIONS

Dates	Professional activities observations	Coaching suggested measures	Main results	Name of the specialist

Final report of the monitoring actions : results – barriers – suggestions (after each month, for instance)

Fitted to disabled: monitoring of adjustments proposals

Possible adjustments to make the working station fitted to the disabilities

Tools adjustment:

- Technical:
- Specific:
- Access:..
- Transportation:..
- Safety measures:
- Others:

Shift adjustment:

- Part time:
- others:.....

organizational adjustments:

- Teleworking :
- Tutoring supported work:
- Team work:
- Others :

Specific measures:

Job coach	Name of the offer	Starting on	Finishing on	Financial measure	Training centre

STEP 3 : Phoning follow up

This action can be made every two months

Date :

Object : employment assessment

Name:

Surname :

Phone :

Actual working situation

Tick the right answer

Are you still working ?	Yes <input type="checkbox"/> If 'Yes' go to section 1	No <input type="checkbox"/> If 'No' go to section 2
--------------------------------	--	--

EMPLOYMENT SITUATION		Section 1
Company name :		
Job position :		
Type of contrat :		
<input type="checkbox"/> Temporary <input type="checkbox"/> Permanent		
Date of starting contract :		Date of contract ending :
Employment actual situation :		
- Are you facing any particular problem ? : Yes <input type="checkbox"/> No <input type="checkbox"/>		
- If Yes,		
- is it about your job contents : Yes <input type="checkbox"/> No <input type="checkbox"/>		
- is it about your health : Yes <input type="checkbox"/> No <input type="checkbox"/>		
- others... (give details)		
.....		
Do you need CAP EMPLOI intervention ? Yes <input type="checkbox"/> No <input type="checkbox"/>		

JOB SEEKING SITUATION		Section 2
When did you register at the job center plus ? :		
Are you still looking for a job ? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Do you wish to be put in contact with a CAP EMPLOI job coach ?		
<input type="checkbox"/> Yes (if 'yes', you are about to receive a confirmation letter for a meeting)		<input type="checkbox"/> No

STEP 4: End of coaching process

The end of the coaching process is marked by a letter addressed to the employer and to the beneficiary the job coach write all collected information on the personal follow up journal of the beneficiary and puts the elements on the digital data base.

REASONS OF THE END OF FOLLOW UP PROCESS:	Tick	Date
6 months contract or more (still in job)		
Resigned		
Fired		

Company Integration Process

Target group

Job seekers having signed a working contract.

Objectives and context (if applicable)

- Monitoring the employee after having signed a working contract.
- Collecting information on the way the employee is performing in company.
- Interacting with the employee in order to facilitate its in company integration process.
- Facilitating the professional integration of the employee
- Promoting the employee career plan.

Instructions and methodological approach

Step 1 : In company assessment
Step 2 : Career assistance

Tools

- Fiche 1 : Incoming
- Fiche 2 : Tutor and the job-coach evaluation form
- Fiche 3 : Joint assessment : the employee and the job coach
- Fiche 4 : Company follow up meeting between tutor and job-coach

Feedback and evaluation

At the beginning of the relationships between the company and the employee.
During the trial period and after the trial period.

Sources (web-links, bibliography)

Afnor éditions – Tools for tutoring Christine Benoit

Attachment N.1 „Incoming“

TOOL 1

INCOMING

Date : Time :

Place :Employee :.....

In company tutor name : **Mrs, Mr; Ms**.....

Job title :.....

First meeting :

Aim: to get to know each other in order to establish good relationships.

Documents to be provided :

Tick : Brochure Pamphlet Internet In company rules

New comer booklet Organisation chart Company historical profile

Company visit Yes No

If yes, please fill in: Date : Time:

Visitor's name :

Company management introduction : Yes No

Visit of the service where the person is employed :

Work station presentation : Yes No

Supervisor presentation : Yes No

Colleagues presentation : Yes No

New comers information kit

■ company time table : Yes No

■ access code : Yes No

■ cafeteria : Yes No

■ cloakroom and toilets : Yes No

■ others :

Attachment N.2 „Tutor and the Job coach evaluation form“

TOOL 2		TUTOR AND THE JOB COACH EVALUATION FORM			
Evaluation date :		Evaluation carried out by :			
		<input type="checkbox"/> tutor :		<input type="checkbox"/> job-coach :	
Employee :.....		Job title :.....		Starting date :.....	
.....		Service :.....		Finishing date :.....	
Technical skills		Level			
Know-how and tasks to be acquainted		I	A	P	E
<ul style="list-style-type: none"> ▪ ▪ 					
General behaviour					
<ul style="list-style-type: none"> ▪ on time, regular, reliable and persevering ▪ able to think, quick in action ▪ precise, serious, motivated ▪ involved, curious, keen on understanding ▪ respectful of rules and safety regulations ▪ Conscientious and meticulous, self running... 					
Responsible, autonomous					
<ul style="list-style-type: none"> ▪ works in a diligent and efficient way ▪ shows capacities to accomplish the given tasks , self-confident ▪ takes responsibilities for the job done ▪ takes appropriate decisions, predicts possible problems to come ▪ solves problems alone and find appropriate solutions ▪ works on time 					
Relationships attitudes					
<ul style="list-style-type: none"> ▪ establishes in a quick interpersonal relationships (colleagues and customers) ▪ emotionally constant ▪ practices an active listening ▪ works in cooperation with its team and shows capacities to get involved 					
Adaptation faculty					
<ul style="list-style-type: none"> ▪ accepts new tasks ▪ changes attitudes or way working after having received a remark ▪ changes way of doing in front of an emergency ▪ agrees with the company cultures and values 					
General overview :					
Tutor signatur		Employee signature		Job-coach signature	
Legend : I : Insufficient A : Acceptable P :Performant E : Excellent					

Attachment N.3 „Joint Assessment: the employee and the job coach“

TOOL 3	JOINT ASSESSMENT : THE EMPLOYEE AND THE JOB COACH
Contact : <input type="checkbox"/> Phone <input type="checkbox"/> Meeting	
Date :	Place :
Time :	Duration :
Questions	EMPLOYEE
<ul style="list-style-type: none"> ▪ Does the job you are doing meet your previous expectations ? 	
<ul style="list-style-type: none"> ▪ Do your skills have been well employed and adequate ? 	
<ul style="list-style-type: none"> ▪ Are you able to work on time ? 	
<ul style="list-style-type: none"> ▪ Did you take into notice the company habits and culture ? 	
<ul style="list-style-type: none"> ▪ Did you get enough explanation on the job that you had to carry out ? 	
<ul style="list-style-type: none"> ▪ Did you meet any major difficulty during your work ? 	
<ul style="list-style-type: none"> ▪ If yes, when was it ? did you ask for any help to your colleagues ? 	
<ul style="list-style-type: none"> ▪ Did you get any positive remarks for the job you had to do ? 	
<ul style="list-style-type: none"> ▪ Did you have any dispute with any of your colleagues ? 	
<ul style="list-style-type: none"> ▪ If yes, how did you react ? 	
<ul style="list-style-type: none"> ▪ Did you ever meet your supervisor for any clarification ? 	
<ul style="list-style-type: none"> ▪ How much do you appreciate the tutoring ? 	
<ul style="list-style-type: none"> ▪ What is your perception of the company welcoming ? 	
<ul style="list-style-type: none"> ▪ Do you wish to keep on going in this company ? 	
<ul style="list-style-type: none"> ▪ Do you have any suggestions to make on tutoring? 	
<ul style="list-style-type: none"> ▪ What can you improve? 	
Conclusions :	
Employee signature	Job coach signature

Attachment N.4 „Company follow up meeting between tutor and job coach“

TOOL 4

**COMPANY FOLLOW UP
MEETING BETWEEN TUTOR AND JOB
COACH**

Contact : **Phone** **Meeting**
Date : **Place** :
Time : **Duration** :

Tutor/Job-coach : **Comments :**

Signature of the Tutor

Signature of the Job-coach