



## ACTIVITY 'S NAME: Team Building and Cooperation

**Type of activity:** In groups

**Number of participants:** 10

**Participants' academic profile(s):** third cycle and secondary levels

**Participants' average age:** ≥18 years old

**Duration:** 30 minutes

### Necessary materials:

- Projector
- PowerPoint presentation

### Aim or Purpose

To help the young adults to understand / think about:

- How fitting in at work is important
- How understanding a employers culture is important
- How to get support to progress in a job

### Expected Outcomes:

Basic notions about:

- Barriers and Enablers
- The importance of establishing natural supports in terms of fitting in and following directions.
- The ways an employer can make accommodations to take down barriers

### Competencies that will be developed:

To be familiar with what are natural supports.

To recognise that your support worker can always make a difference

Project implemented by:





## Skills that will be developed:

To be able to think about:

- How to overcome difficulties at work.
- Making natural connections at work.

## Key terms / special vocabulary about/during the activity:

- Fitting in
- natural supports
- Barriers
- Enablers
- Resilience
- Circles of support
- Career development
- Normalisation
- layering up

**Preparation (what needs to be prepared beforehand to make the activity's implementation successful):**

### Activity's step-by-step description:

**Facilitator to introduce three case studies via PowerPoint**

**Trainees should read the three case studies and consider what they feel should happen. This activity can be done individually or in groups.**

- 1 Andre's role with the company required him to come into the office to undertake his initial training, to learn the company's processes and systems, and to meet his mentor. Andre was very anxious about this due to his fear of entering unfamiliar places and meeting new people. How do you think this was overcome with the help of his Employment Advisor?
- 2 Karl's, support worker has been brought in because he is performance is affecting his team's ability to meet their targets and get their bonus. How can his support worker address the situation?
- 3 Florence has completed a Floristry course and has done very well. She now wants to start her own business. How can her key worker help her achieve her dreams?

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## Recommendations (How to use the tool/resource)

Once trainees have completed case studies Facilitator to reveal outcomes and invite discussion (**Could possibly include short impactful video links. Florist produces YouTube and TikTok videos**).

Outcomes:

- a) **Andre's** Employment Advisor with their understanding of Andres difficulties was able to approach the employ to discuss how to overcome these and agree a way forward. The company hold six-monthly team days where everyone gets together to look back over the last six months and forward over the next six. It was agreed with Andre, his employer, and Employment Advisor that they would attend the next team day and that his key worker would introduce Andre after which if he felt comfortable, he would talk about himself and his difficulties. On the day this worked very well he was able to meet all the colleagues who would be directly involved with his role in the company, his mentor, his training supervisor, office manager and line manager. He learnt where he would sit in the office and who his immediate work colleagues would be. The event was a great success. Other employees approached Andre, and all were very welcoming.
- b) **Karl's** Support worker approached the company's management initially with the proposal to meet Karl's team and conduct a fresh job analysis to get a clear understanding of the tasks and processes involved and to try and identify possible solutions. The Support workers time was well spent the difficulties were due to Karl's tendency to get distracted and talk to colleges when they should be working and having to read addresses on packages quickly, which he wasn't able to do! The support workers proposed solution was to propose job carving, whereby his role changed within the team but enabled the team to get their bonus. Everyone was happy and the team now see Karl as a valuable member.
- c) **Florence's** Support worker realised that to achieve her dreams Florence would need to get some work experience to learn what Floristry looked like outside the classroom and get her to start to think about the things she would need to put in place and learn to start her own business. Florence's' support worker approached a woman who ran her own successful floristry business, who initially unsure if she could help Florence agreed to take Florence on for work experience. The experience was a success for both parties. Business mentor and pupil still have a warm and professional relationship.

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## **Complementary information for the trainer/facilitator:**

Job Carving, following a job analysis enables the support worker to identify possible tasks that can be reallocated to balance performance. This is often welcomed because some tasks that are redistributed are not particular popular but often eagerly taken up by their new owner.

Working for someone else is not the only solution or way into employment for young people with disabilities; self-employment can be a real alternative.

## **Evaluation:**

The facilitator could ask follow-up questions in order to consolidate and assess the activity's results: - What did you learn during the activity? Have you discovered anything new? Can you think of ways your support worker could help you with team building or cooperating with someone in workplace to agree adjustments for you?

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