



## ACTIVITY 'S NAME: Planning and Decision-Making Skills

**Type of activity:** Group

**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 Planning and Decision-Making Skills are important
- How to get support to understand Planning and Decision-Making Skills in a job

### Expected Outcomes:

Basic notions about:

- How Planning and Decision-Making Skills are important
- How to get support to understand Planning and Decision-Making Skills in a job
- The ways an employer can make accommodations to take down barriers

### Competencies that will be developed:

To be familiar with what Planning and Decision-Making Skills are important  
How to get support to understand Planning and Decision-Making Skills in a job.  
To recognise that your support worker can always make a difference

### Skills that will be developed:

To be able to think about:

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

Project implemented by:





## 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 the support worker could do to help. This activity can be done individually or in groups.**

- 1 **Andre's** role with the company as he progressed required him to take on his own geographical area and service his own Rota of customers. Given Andre's anxiety and agoraphobia, how could he manage these and progress in work? How do you think this was overcome with the help of his Employment Advisor?
- 2 **Chris's**, role at work began to require he develop planning and decision-making skills in his role as a brewer and in his role in the bar. How can his support worker help him to develop these skills?
- 3 **Florence** has completed the work experience placement arranged by her Support worker. It has become very apparent that to run her own business Florence needs to develop her planning and decision-making skills. She has a very good circle of support. How can her support worker help her achieve her develop these skills?

## 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**).

Project implemented by:





## Outcomes:

- a) **Andre's** Employment Advisor with their understanding of Andre's difficulties was again able to approach the employer to discuss how to support Andre to develop his planning and decision-making skills. A solution was agreed where Andre would work with the office manager, with whom he got on well and spend one day a week with the planning team that received all the new jobs into the company allocation these to the engineering staff and scheduling all the ongoing maintenance work. This agreed way forward has paid dividends. Not only has Andre learnt from the experience he is able to put this learning into place in planning and making decisions in his role as a Fire Safety Engineer. He has built more strong relationships with colleagues he generally never met outside the six-monthly work meetings for the whole company.
- b) **Chris'** Support worker approached the company's management 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 approaches to developing Chris' need to develop his planning and decision-making skills. It was discovered that Chris had an intuitive understanding of what was needed in the brewing process in terms of having ingredients ready for the next place and in the bar he knew what needed to be replenished. The Support worker was able to get Chris to understand that this was fundamental planning and decision making. Chris' is putting this into practice now by not only recognizing what needs to happen and what is required for it to happen, he now actively communicates this to colleagues, whereas before he had to be asked.
- c) **Florence's** Support worker realised that her work experience had **given** Florence more confidence, she had worked well with suppliers and other vendors and achieved real sales but that to move her business on Florence needed formal structured training to achieve her dreams. Florence would need to get back to the classroom. Florence was initially reluctant, aside from her exposure to floristry her experience of college and courses had been boring and not relevant to what she wanted to do. Florence has a very supportive mum and mentor in her work experience provider; both of whom were called upon to persuade Florence to take a supported self-employment course run by Status Employment. Florence's business has benefited from the planning and decision-making elements of the course and is going from strength.

Project implemented by:





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

Job analysis in this case enables the support worker to identify possible areas that require planning and decision-making application. This is often welcomed because the recognition of the benefit of acquiring this skill by the worker is natural extension of his or her ability to do the job better.

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 how planning and decision-making skills could help you?

-

Project implemented by:



Co-funded by the  
Erasmus+ Programme  
of the European Union

