Job crafting model addressed to NEETs with disabilities

NEETcraft Initiative: Innovations for Empowering Youth with Disabilities

October 2026

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Social Innovation Initiative

Co-funded by the European Union

institute for structural research

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Introduction to the Job Crafting Model

Young people with disabilities remain one of the groups most at risk of exclusion from the labour market in the European Union. Although EU policy increasingly emphasizes inclusion and equal opportunities, Eurostat and European Commission data indicate persisting deep inequalities in many areas of socio-professional functioning within the group of persons with disabilities[1]. Young people with disabilities aged 15–29 who experience long-term health limitations are more likely than their peers without disabilities to remain outside of employment, education, and vocational training, thus falling into the so-called NEET category (not in employment, education, or training).

The NEET rate for young people with disabilities is significantly higher than the EU average for the entire group of people with disabilities, which in 2024 stood at around 11%[2]. Although Eurostat does not publish detailed data exclusively concerning young people with disabilities, information contained in databases on populations with limited activity indicates that the gap in employment and access to education still persists. Barriers to completing education and obtaining qualifications mean that young people with disabilities often gain their first work experience later than their peers without disabilities. Consequently, they often take up less advanced positions than other workers of the same age.[3]

The model of the job crafting process proposed in the project NEETcraft Initiative: Innovations for Empowering Youth with Disabilities is a response to the challenges faced by NEET youth with disabilities in the labour market, aiming to increase their chances of employment and improve the quality of employment within this group. Job crafting is an approach that assumes comprehensive

[1] Eurostat_Employment gaps for women & people with disabilities, May 2025

[2] Eurostat_Statistics on young people neither in employment nor in education or training, April 2025

[3] European Disability Forum (2023). The Right to Work: The employment situation of persons with disabilities in Europe, pp. 38

support from so-called job crafters – specialists who accompany the job seeker not only during the job search stage but also after employment. Job crafters strengthen the sense of agency and control over one's career path, enabling both job seekers and those already employed to actively shape their duties and workplace relationships.

The job crafting method has been successfully applied for several years in the practice of socio-professional inclusion at Aktywizacja Foundation positively influencing job satisfaction, engagement, and well-being among people with disabilities. Despite its high effectiveness, the job crafting process is still not widely known among institutions and organizations supporting job seekers across EU countries.

As part of the project, the job crafting process applied by Aktywizacja Foundation will be adapted to the specific needs of young people with disabilities, also considering gender differences. The involvement of experts from various European countries will enable knowledge exchange and ensure that the model becomes more universal and applicable in different contexts.

This publication presents the definitional framework and main theoretical areas of the job crafting process, a description of the model along with proposed documentation for those interested in applying the job crafting process.

The authors of the publication consent to the use of the tools and solutions presented herein in the process of vocational inclusion of persons with disabilities, while emphasizing that the fundamental structure of the job crafting model should remain unchanged. Preserving this structure is what allows us to speak of implementing job crafting as a method. However, we encourage modifications and adjustments of detailed elements and work methods to the specifics of a given environment, target group, and implementing organization's needs. We believe that combining the stable framework of the model with flexibility in practical solutions increases the method's effectiveness.

Definition and objectives of job crafting and areas of job crafting

Definition of job crafting process

Job crafting is a concept developed in 2001 by two American researchers, Amy Wrzesniewski and Jane Dutton, within the field of work and organizational psychology. The psychologists defined job crafting as "individual, self-initiated actions aimed at changing one's job to make it more meaningful and satisfying." In short, job crafting is a process in which an employee adjusts their tasks, relationships with others, and perception of their professional role in such a way that the work better reflects their expectations, values, and skills.

Specialist literature offers a characteristic of the job crafting process, but the role of the job crafter is not defined therein. According to the definition of the process, a job crafter may be understood as any person who consciously shapes or supports the shaping of a professional role by introducing changes in how tasks are performed, in relationships with others, or in approaches to professional responsibilities.

In the job crafting model defined by Aktywizacja Foundation for the professional inclusion process of persons with disabilities, the position of job crafter is assigned to a dedicated professional prepared for this role. This individual possesses experience in providing support to job seekers and has basic knowledge regarding disability. Additionally, the job crafter is familiar with labour market trends, especially local specificities, and has experience working with people with disabilities. Other important traits and skills for this role include: the ability to connect employers' needs with those of job seekers, creativity, ease in establishing relationships, and entrepreneurship.

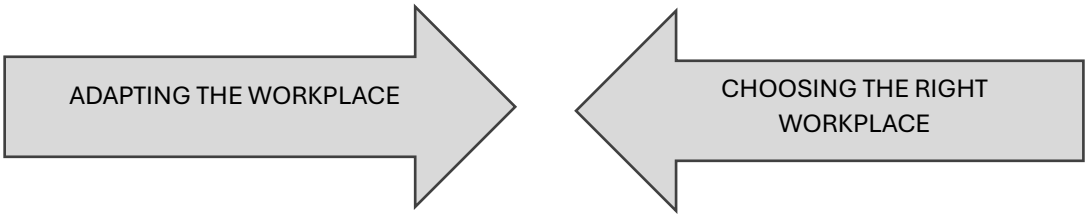
Based on Aktywizacja Foundation's experience with implementing the job crafting model for persons with disabilities, it is recommended that the role of job crafter is most often performed by individuals with an educational

background in vocational counselling, career counselling, psychology, or education.

Objectives of job crafting process

Job crafting is a method aligned with the latest trends in positive psychology, which holds that the nature and place of work should be a source of daily satisfaction. Since work occupies a large part of the day (and, in the long term, a significant part of life), it is crucial that we can adapt it to our needs and preferences, either independently or with the support of another person.

In the context of persons with disabilities, the method has an additional value – it enables the design of work that also takes into account disability-related aspects. From this perspective, two main objectives of job crafting can be identified:



Adapting the workplace

On the one hand, job crafting relates to behaviours we can undertake daily to improve the fit between our work and our talents, strengths, skills, interests, and values. It helps us shape our professional experiences flexibly, build personal resources, and enhance productivity, leading to greater engagement and reducing burnout by modifying tasks and aspects of work that hinder satisfaction.

Choosing the right workplace

On the other hand, job crafting can be treated as a preparatory activity preceding job seeking, employment, and career development. In this sense, it involves choosing a work environment that is maximally suited to our resources or

provides opportunities for modification. This objective is particularly important for persons with disabilities who are seeking employment.

Areas of job crafting process

The support provided by a job crafter aims to achieve greater job satisfaction. With such support, a job seeker or an employee adapting their workplace learns how to better utilize their strengths, reduce burdens, and find greater meaning in everyday professional tasks.

In the classical concept of job crafting, three fundamental areas of influence have been identified: tasks and activities, relationships with others in the workplace, and the meaning of work. An interesting approach to workplace crafting was presented by Beitner, who highlighted the following key areas of action for job crafters:[4]



1. **Task crafting** – The job crafter supports the analysis of duties and professional tasks, proposing changes that facilitate work. This may include:

[4] Beitner J., Introduction to Job Crafting in: Well-being week in law activity planning GUIDE, Well-being week in law_activity planning guide

- eliminating or reducing tasks that cause difficulty,
- adding tasks that better align with the person's skills and interests,
- changing the way tasks are performed to make them more accessible (e.g., using assistive technologies).

2. **Relationship crafting** – Working with others can be a major challenge for persons with disabilities. Therefore, cooperation with a job crafter may provide support in areas such as:
    - initiating contact with colleagues who can provide support at work,
    - limiting contact with selected co-workers,
    - adjusting communication forms to the individual's needs (e.g., online rather than in-person meetings).
3. **Cognitive crafting** – The job crafter supports the process of valuing work by:
    - identifying tasks that develop skills and provide satisfaction,
    - learning to recognize the long-term benefits of professional tasks.
4. **Environment crafting** – This involves actively adapting the physical and social work environment to make it more conducive to achieving professional goals, comfort, and efficiency. In this area, the job crafter may support the person with a disability in:
    - adapting the office to their needs (e.g., positioning a desk by the window),
    - adjusting technological tools (e.g., software, magnifiers) to personal preferences to increase work efficiency,
    - automating tasks (e.g., through technology for streamlining routine actions such as bulk correspondence), thereby saving time for more creative tasks.
5. **Development crafting** – This is the most complex area of job crafting intervention and includes analysing skills and strengths, setting developmental goals, and identifying ways to achieve them. In this context, the job crafter may support a person with a disability in:

- choosing appropriate vocational training,
- finding a mentor within the team to share knowledge and assist in defining career goals and strategies for achieving them.

Autocrafting process

Autocrafting describes the process in which an individual independently analyses their work and available resources, then reshapes them to ensure greater satisfaction with the tasks performed.

So far, we have discussed job crafting in the context of a method applied by career development specialists or other people from our environment (supervisors, mentors, teams, colleagues) who support the process of adjusting work to our resources. It is, however, worth remembering that job crafting is primarily a method through which individuals, by means of their own active efforts, can shape their career development. This is achieved through the practice of **autocrafting (self-crafting)**, which is most often described in the literature.

Autocrafting describes the process in which an individual independently analyses the work performed and the available resources, and then reshapes the former in a way that ensures greater satisfaction with the tasks carried out.

In the context of autocrafting, work is not limited to performing professional tasks but also includes all elements surrounding them. It is worth "thinking of work as a set of different elements, including: performing professional tasks, working conditions (physical and psychosocial), relationships with supervisors, relationships with co-workers, attitudes towards work, what I think about work, the emotions I experience in connection with performing work, the opportunities and limitations posed by my professional role, etc."[5].

[5] Kapica Ł, Baka Ł, Najmiec A., Job Crafting jako metoda budowania zasobów i pozytywnych postaw młodych pracowników wobec pracy. Poradnik dla pracowników i pracodawców, Warszawa 2022, p. 43

Examples of autocrafting practices include[6]:

- reflecting on the meaning of one's work (for oneself, for the success of the organization, for society...),
- investing in professional development through participation in training,
- seeking inspiration,
- showing initiative at work by engaging in new tasks,
- improving efficiency in performing work,
- searching for new solutions,
- taking on additional tasks,
- reducing burdensome social interactions.

Job crafting at Aktywizacja Foundation

Origins of the job crafter role

The beginnings of the job crafter position date back to 2017, when the team at Aktywizacja Foundation observed significant challenges related to the effectiveness of support provided to project participants by job intermediaries/brokers. At that time, the Foundation employed staff whose main tasks were to search for job offers for persons with disabilities and prepare them for job interviews.

However, analysis of the support outcomes revealed that this form of assistance was insufficient. Despite acquiring appropriate qualifications and professional competences, many participants still faced difficulties in securing employment. Moreover, those who managed to obtain a job often could not retain it for a longer period of time.

The Foundation's team identified a key barrier – individuals' lack of communication skills necessary to articulate their needs, difficulties, or expectations to employers. Project participants lacked the ability to modify or

[6] Based on: Kapica Ł, Baka Ł, Najmiec A., Job Crafting jako metoda budowania zasobów I pozytywnych postaw młodych pracowników wobec pracy. Poradnik dla pracowników I pracodawców, Warszawa 2022, p. 45

adjust their professional duties to their own abilities and limitations, which led to frustration, decreased job satisfaction, and termination of employment by the employer – usually within 1 to 3 months after starting work.

Given that the Foundation mostly supports people with intellectual functioning within the normal range, the use of the supported employment model and the traditional job coach support was not necessary. The team therefore looked for a new solution. The main assumption was to create a role that would enable the identification of a persons' with disabilities potential and the development of sustainable and realistic employment pathways tailored to the individual's specific functioning.

In response to the diagnosed needs, the concept of the Job Crafter role was developed and introduced.

Aktywizacja Foundation implemented job crafting as a service supporting the process of vocational activation for persons with disabilities. This method responded to the growing exclusion from the labour market of individuals with low qualifications or those who, due to certain skill deficits or ways of functioning, were unable to fully develop their professional competencies.

The foundation of the job crafting model is the assumption that every person with a disability should have the opportunity for professional development, regardless of their initial qualifications, skills, previous educational or professional experiences, or specific needs resulting from their disability.

In the approach developed by Aktywizacja Foundation, the main task of the job crafter is to act as a bridge between the job seeker and the employer, enabling employment and supporting job retention for persons with disabilities.

In cooperation with the employer, the job crafter supports the recruitment process of a person with a disability, including candidate selection and specialized counselling regarding the specific aspects of employing persons with disabilities. Moreover, job crafting also covers support in retaining employment

through monitoring, preparing proposals for optimizing organizational and HR processes, and analysing relationships between the employee with a disability and other co-workers.

A key element of the service provided to persons with disabilities is teaching the skills of autocrafting one's workplace, motivating self-directed learning, and encouraging additional initiatives.

The experience of Aktywizacja Foundation confirms that individuals supported by job crafters are more likely to take actions that improve the quality of their employment (they are more open to changing their role, taking on new tasks, or even seeking another job). The job crafting model initiated at Aktywizacja Foundation aims to foster attitudes among persons with disabilities that lead to a real increase in competencies, the development of resources, and an expansion of responsibilities – directly contributing to improved employment conditions.
Developing new skills by expanding the scope of duties, leveraging contacts with other employees, engaging in additional initiatives – all increase the employee's value within the organization. The benefits gained by employees as a result of crafting and reshaping their work can also provide a basis for negotiating a salary increase or job promotion, as well as a significant advantage during recruitment processes.

Vocational support model implemented by the Aktywizacja Foundation

All projects carried out by the Aktywizacja Foundation are based on a coherent support model aimed not only at activating persons with disabilities but above all at helping them obtain and retain employment.

The first stage of the support process is recruitment. At this stage, basic data is collected, documents confirming disability are verified, and an agreement is signed between the representative of Foundation and the individual, defining

mutual obligations. Recruitment also allows for initial relationship-building between specialists and individuals taking part in Foundation's projects.

The next stage consists **of individual meetings with a career counsellor, during which an Individual Action Plan (IAP) is developed**. This document contains information about the participant's professional experience, encountered difficulties, barriers to entering the labour market, and support needs. Based on the diagnosis, the career counsellor selects appropriate forms of support, and the document itself sets the direction for further actions.

Within projects, the Foundation offers both **individual and group support**. Individual assistance includes consultations with a career counsellor, psychologist, lawyer, and job crafter. For persons with disabilities without professional experience, internships are organized. Group support is delivered in the form of social and vocational skills workshops and vocational training.

The overall goal of these activities for person with disabilities is **to secure and maintain employment in the inclusive labour market**. An important element of the model is the continuation of support after a person with disabilities enters the labour market. Foundation specialists remain in contact with employed individuals, offering assistance in crisis situations or when intervention is required. Additionally, monitoring is conducted through follow-up phone calls carried out at 3, 6, 12, and 18 months after starting employment. The aim of this activity is to assess the sustainability of outcomes and identify further support needs.

In this model, job crafting plays a complementary role, completing the entire support pathway. It is worth noting that for individuals experiencing exclusion due to disability, insufficient work experience, or lack of qualifications and skills, support from a job crafter alone is not sufficient. It is an additional service that complements the comprehensive vocational activation support planned for the individual.

Description of the model and its replication potential

Target Groups of the Model

The recipients of the job crafting model are two groups: young people with disabilities seeking employment, and job crafters whose role may correspond to the activities performed by the broadly understood group of career development or vocational guidance specialists.

The **direct target group** of the model consists of young NEETs (not in employment, education, or training) with disabilities, aged 18–29. The initial assumption for young people with disabilities selected to test the model, as well as for its future users, is that they demonstrate readiness to participate in vocational activation processes related to job seeking and subsequent job retention. This readiness is assessed based on the results of an initial questionnaire hereafter called the Readiness Questionnaire, which examines openness to cooperation with a job crafter and readiness to search for employment. The questionnaire is an integral element of the model and refers to such areas as: motivation and readiness for change, communication and cooperation skills, engagement and organisational skills, and environmental support.

The **second group of recipients** who may benefit from using the model are specialists interested in applying the job crafting method, working within institutions and organisations supporting young people with disabilities in the labour market. These include non-governmental organisations, educational and social institutions and organisations, public employment services, as well as employers.

Job Crafting as Support for Young People with Disabilities

The job crafting process model addressed to young people with disabilities can be an effective working tool in the hands of specialists cooperating with them in professional inclusion processes. Young people with disabilities are often at the beginning of their professional path. They lack not only work experience but also

orientation in current industry trends, employers' requirements, and the possibilities of shaping a job position in line with their individual predispositions and needs.

In this process, the job crafter acts as a mentor, advisor, and guide in job design, helping the young person to:

1. Recognise their own resources (competencies, interests/hobbies, needs, difficulties),
2. Understand how these resources can be used by a young person with a disability in a specific work environment,
3. Modify the scope of duties or the way they are performed so that the job becomes feasible, satisfying, and sustainable in the long term (here, the job crafter's role should remain supportive, with an emphasis on teaching the young person with a disability how to self-craft their workplace. In the longer perspective, this results in the ability to navigate the labour market independently).

The role of a job crafter can be performed by specialists supporting young people with disabilities in navigating the labour market, as well as in the processes of employment and job retention, regardless of the type of institution in which they work. Most often, these are career counsellors, psychologists, or HR/career development specialists. However, **due to the specificity of working with young people with disabilities, it is crucial that the person acting as a job crafter has experience and resources related to professional inclusion and knowledge of the labour market's particularities.**

Job Crafting as Employer Support

In the job crafting model developed for the professional inclusion of young people with disabilities, the support provided by the job crafter also includes activities directed towards employers.

Cooperation with the employer within the job crafting model has a strong advisory and relational character. The job crafter's task is to establish a

relationship with the employer, identify their needs and expectations regarding the employment of a young person with a disability, support the onboarding of such a person into the workplace, assist with job retention, and help overcome difficulties that may arise during employment.

Hiring a young person with a disability can be a challenge for an organisation; therefore, the role of the job crafter serves as a bridge and is of a partnership nature – aimed at adapting the workplace to the potential of the young person while at the same time maintaining the organisation's goals.

During this stage, issues concerning the adaptation of the job position to the presons' with disabilities needs and/or the physical adaptation of the workplace are addressed, as well as challenges arising during the client's adjustment to the work environment.

This is a practical implementation of the idea of "tailor-made work," which contributes to a better alignment of the professional role with the young employee's competencies and needs, reduces the risk of turnover and burnout, increases engagement and productivity within the team, and fosters the creation of inclusive and diverse teams open to cooperation with young people with disabilities.

Job crafter vs. job coach – difference in roles

Although both job crafters and job coaches support persons with disabilities in the employment process, their roles differ in terms of objectives, approach, and methods of operation.

Job Coach:

1. The support of a job coach is mainly dedicated to persons with intellectual or mental disabilities, or with multiple disabilities, as well as to individuals with other types of disabilities who face major difficulties in independently adapting to the work environment.

2. The job coach is physically present at the employer's premises, supporting the person with a disability in adapting to an existing job position.
3. They provide direct and practical support, e.g.: instructing, modelling behaviours, assisting in contacts with the employer and co-workers.
4. Their goal is to integrate the person with a disability into the work environment and ensure safe and effective functioning within the team.

Job Crafter:

1. May support persons with various types of disabilities, but also other groups of people who do not feel confident navigating the labour market or who experience difficulties.
2. Is not physically present in the workplace. Provides support mainly through analysis, counselling, and remote activities – for example, helping to adjust the scope of duties to the abilities of persons with disabilities, supporting the employer in modifying the workplace, or proposing changes in the task structure.
3. Their goal is to create or adapt a job position so that it can be taken up and sustained by a person with a disability, without the need for constant on-site support.

Client path in cooperation with a job crafter

Work within the job crafting model is based on guiding a young person through the job-seeking process, the intended outcome of which is securing employment and maintaining it in a sustainable and satisfying way.

The questionnaire proposed in the model, which examines the readiness of young people with disabilities to cooperate with a job crafter, is a key tool, as it makes it possible to identify individuals with high motivation and commitment to seeking employment. These traits are essential for achieving the goal of establishing cooperation between the job crafter and the young job seeker.

Cooperation between the job crafter and a job seeker with a disability begins with activities supporting employment. These include establishing contact and setting the rules of cooperation, analysing the job seeker's situation and resources, discussing ways to improve competitiveness in the labour market, and providing education about the labour market.

In the next stage of support within the job crafting model, the job seeker is prepared for contact with an employer. This involves analysing employers and job offers in relation to the candidate's resources, preparing application documents, conducting interview training, and preparing for employer interactions. The goal of this stage is to enable the job seeker to successfully go through recruitment processes. In principle, job search activities are to be carried out independently by the job seeker. However, in the case of young people with disabilities, at this stage it may be necessary for the job crafter to provide direct support, such as recommending the candidate to an employer or assisting during the recruitment process.

A milestone in the job crafting process is the moment employment is secured, which requires verifying the need for further support. For young people with disabilities who may face potential difficulties at the employment stage, who show reduced independence or low motivation to retain work, continuation of support is recommended. In such cases, activities involve monitoring employment, identifying causes of difficulties, and finding ways to address them.

The ultimate goal of cooperation with a young person within the job crafting model is to teach **autocrafting**, meaning active self-directed actions aimed at shaping one's own professional development. This process has been described in detail in earlier parts of this study.

A detailed pathway of cooperation between the job crafter and the client with disabilities is outlined in the description of coded tasks, which forms an integral part of the presented model.

Possibilities for replicating the model

The model can be replicated by various groups of specialists engaged in the professional development and professional inclusion of young people with disabilities. Job crafters may be career counsellors, psychologists, HR specialists, job coaches, or other employees of public employment services, non-governmental organisations, and educational institutions. **What is crucial, however, is that these individuals possess experience and competencies in working with young people with disabilities, are aware of the needs of this group, and understand both the specifics of the labour market and the processes of professional inclusion.**

The model is dedicated to young people with different types of disabilities. Since effective vocational inclusion requires the individualisation of support, the final decision regarding methods or tools of support should always belong to the specialist diagnosing a given person. It is essential that the model's users demonstrate readiness to take up professional activity, motivation, and willingness to cooperate – factors initially assessed through a questionnaire evaluating readiness for work and cooperation skills. The authors of the model also see the potential for replicating its principles for other jobseekers who have difficulties in defining their priorities when looking for employment, provided the model is first adapted to working with these groups.

The job crafting model can be effectively implemented in different types of organisations whose mission is to provide vocational support for persons with disabilities. These include non-governmental organisations, public employment services, training centres, educational institutions, and employers interested in social inclusion and workplace diversity. Furthermore, the model can also be applied in social contexts where the creation of work environments that are friendly and tailored to the individual needs of employees with disabilities is of key importance.

Replication of the job crafting model is based on training and supporting job crafters – specialists who, once properly prepared, are able to independently

carry out comprehensive activities supporting young people with disabilities in the labour market. The replication process includes:

1. **Preparing specialists** – through training in the analysis of young people's competencies and resources, understanding the specifics of the labour market, and methods of working with employers.
2. **Implementing the process of working with individuals** – from readiness diagnosis, through developing a job search plan, preparing for recruitment processes, to supporting onboarding and job retention.
3. **Teaching autocrafting** – supporting young people in independently shaping and adjusting their professional duties to their own capacities.
4. **Building relationships with employers** – assisting in the creation of "tailor-made" workplaces adapted to the potential of young employees, which reduces the risk of burnout and turnover, and contributes to the development of inclusive teams.

The job crafting method fosters autonomy and the ability to self-manage one's career path (**autocrafting**), which strengthens self-confidence and improves the chances of sustainable employment. For employers, replication means better matching of job positions to employees' capacities, greater organisational flexibility, and the development of diverse and inclusive teams, which enhance efficiency and create a positive workplace atmosphere.

As a result, replication of the job crafting model helps reduce professional exclusion of persons with disabilities and promotes labour market inclusion at local, regional, and national levels.

Tools and methods used in the job crafting process

Job crafters, in their daily work, make use of various documents and tools. Some of them are **basic documents**, while others are **supplementary documents** – applied depending on the individual situation and the specific needs of each person using the job crafting service.

Basic documents are:

1. Readiness Questionnaire
2. Professional profile description
3. Job position analysis
4. Action Card
5. List of coded tasks

Supplementary tools include all exercises and materials that support professional inclusion and job retention. We describe several of them here, focusing on those that reflect the essence of job crafting and those that are especially helpful when working with people who have little or no professional experience.

The described documents and tools are a proposal that should be adapted to the specific activities of each organisation. If an organisation already uses solutions that allow for collecting the data required in the job crafting model, there is no need to duplicate them or gather the same information again.

Aktywizacja Foundation, when outlining support pathways for persons with disabilities, uses the **Individual Action Plan (IAP)**. Although the IAP is not an element of this model, it constitutes a valuable source of information also for job crafters implementing the model described here. The document contains detailed information, among others, about the employment situation, education, and socio-economic circumstances of those receiving vocational support.

We encourage all entities using the described model to adapt the proposed documents to local needs, practices, and conditions. However, it is important to remember to maintain the key assumptions and objectives of job crafting process.

Description of documents included in the initial version of the job crafting model

1. Readiness Questionnaire (Attachment 1 Questionnaire to evaluate readiness to collaborate with a job crafter)

The Readiness Questionnaire is used to collect basic personal data and verify whether the person applying for participation in job crafting meets the qualification criteria. It also includes a test assessing motivation, as well as social, organisational, and cooperation skills with the job crafter. The results of the questionnaire help decide whether a candidate should be admitted to receive support.

2. Professional profile description (Attachment 2 Professional profile description)

The job profile description is used to analyse information about professional goals, priorities, preferences, and the capacities of a person with a disability in the context of seeking or changing employment. The document helps the job crafter better tailor support activities to the individual needs, expectations, and limitations of individuals, including those related to disability.

We wanted this document to be simple and intuitive to complete — therefore we prepared many ready-made answers that only need to be ticked off.

It may happen that professional goals change during the cooperation with young person with disabilities. Any information regarding such changes, as well as other factors affecting the job crafting process, should be entered in the same document in the section titled **“Additional Information.”**

3. Job position analysis (Attachment 3 Job position analysis)

The job analysis document is a tool that supports the process of matching a job position to the abilities, needs, and expectations of the person seeking or taking up employment. It consists of two main parts: **pre-employment analysis and post-employment analysis**.

In the first part, the focus is on the requirements associated with the chosen job position — such as education, experience, skills, certifications, or physical capacity — and on comparing these requirements with the person's with disabilities current competencies and abilities. On this basis, strengths and gaps are identified, and development actions or adjustments are planned to facilitate professional success.

The second part concerns working conditions after employment — including information about the company, work schedule, nature of duties, equipment used, and workplace adaptations, if needed. In addition, the document allows for crafting the workplace, meaning modifying the scope of tasks, improving workplace relationships, and defining individual professional goals and motivations.

The document has been designed in a user-friendly format, with many ready-made options to choose from, which makes it easier to provide answers quickly and precisely. Beyond collecting and analysing information, the key role of the job crafter in working with this document is to encourage job seekers to plan and take steps towards implementing changes.

4. Action Chart (Attachment 4 Job crafter's action chart)

The Action Card is a document used to record consultations between job crafters and individuals using the job crafting service. It contains a summary of activities carried out and the signatures of both parties, confirming that the consultation took place.

Explanation of terms and symbols in the Action Card:

- Scope of consultation – a space to enter the code from the Coded Tasks Card
- Notes – a space for comments

5. List of Coded Tasks (Attachment 5 List of coded tasks)

List of Coded Tasks constitute an organised and numbered list of typical activities performed by job crafters as part of their work. Each task has a unique number and corresponds to a specific type of activity. Instead of describing in detail what was done each time, the job crafter can simply enter the task number on the Action Card.

Purpose of the document:

- **Optimization of documentation** – the job crafter saves time by not having to write detailed descriptions of activities each time. Less time spent on formalities means more time for real support to clients.
- **Standardising work** – ensures consistency in recording the activities of all job crafters.
- Although the Coded Tasks list is closed, it includes a special task with an assigned number that allows recording of activities not covered in other points (Task 4d). This way, the necessary flexibility in job crafters' work is maintained, without losing order and documentation structure.

Description of activities from the Coded Tasks Card:

Activities Supporting Employment

1a. Establishing contact with the client.

This includes setting the rules of cooperation, defining goals, identifying needs, collecting and analysing information about the preson with disabilities from the Individual Action Plan (IAP) and other available documents, as well as obtaining information from other specialists or the client's close environment.

The job crafter initiates contact with the individual, building the foundation for effective cooperation. Together, they establish the rules of collaboration, define professional and personal goals, and identify individual needs. The job crafter collects and analyses available documents, especially the Individual Action Plan (IAP), if it is used in a given organisation, and, if necessary, consults the opinions of other specialists or people from the individual's environment. Thanks to this, a

full picture of the client's situation is created, which allows activation activities to be tailored to their real needs and abilities.

Documents at this stage: Action Card with coded tasks

Optional documents, activities and worksheets for use in the job crafting process

Optionally, any tools may be applied that can complement the picture of the individual's situation. In Attachment 6 Exercise "What is important to me?", one can find an example of an exercise sometimes used at this stage. This simple yet effective exercise helps individuals recognise and organise their values and needs – the foundations of decisions, motivation, and satisfaction. In everyday busyness, we often forget what truly matters to us. Thanks to this exercise, the person can pause, name their values, and consciously relate to them. Awareness of one's own values makes it easier to make sound decisions, provides a sense of control and direction, and may also lead to new insights and changes in beliefs.

1. **Activities Supporting Employment**

1b. Analysis of the individual's labour market situation

The job crafter, together with the person with a disability engaged in professional inclusion, conducts a detailed analysis of their current situation in the labour market – assessing qualifications, skills, professional experience, and personal predispositions. They also analyse barriers and limitations that may affect the ability to find employment, such as health conditions, availability of transport, or other external factors. Together they determine the individual's strengths, the areas requiring support, and the opportunities and possibilities for employment in different sectors. Such an analysis helps to tailor further actions to the real needs and potential of the person.

Documents at this stage: Action Card with coded tasks, Job Profile Description.

Examples of optional activities at this stage: Attachment 7 Exercise "My strengths", Attachment 8 Exercise "What do I already know and can do?",

Attachment 9 Exercise “Learn more about yourself”, Attachment 10 Exercise “Check the requirements in job offers”, Attachment 19 Job search history

During this activity, various exercises, tasks, tests, or questionnaires are useful, as they help to fully see and understand the situation of the individual in the labour market.

1c. Discussion with the individual on self-development activities and ways of implementing them. Encouraging additional initiatives.

The job crafter supports the person with disabilities in planning skills development by encouraging participation in courses, training sessions, workshops, or other forms of self-education that enhance their attractiveness in the labour market. The job crafter discusses available educational opportunities and concrete methods of implementation, tailored to the individual’s abilities and interests. They motivate the person to take on additional activities that strengthen qualifications and build a positive image in the eyes of employers.

This task requires job crafters to have good knowledge of the educational offer available in the region and awareness of the labour market, including forecasts of demand for specific qualifications.

Documents at this stage: Action Card with coded tasks.

Optional: vocational aptitude tests, databases of courses and training.

1d. Discussion with the individual on tools useful in the job search process, e.g., CV and cover letter generators, applications for autocrafting a workplace, familiarising the person with job offer portals.

The job crafter demonstrates and explains how to use modern tools and techniques that support job searching and professional development at work. These may include CV and cover letter generators, video CV tools, job offer portals, or applications for self-modelling a workplace (autocrafting). At Fundacja Aktywizacja, we use proprietary tools for workplace autocrafting ("Realizujmy się" – "Let's Realize Ourselves"), described later in this publication, though any proven and publicly available solutions may be applied.

Documents at this stage: Action Card with coded tasks.
Optional: Attachment 19 Job search history**,** CV and cover letter generator, online job advertisement portal, autocrafting application ("Realizujmy się" – "Let's Realize Ourselves"), and other tools supporting job placement and retention, including AI-based solutions (at the Foundation we provide e-learning modules on this topic).

1e. Preparing the individual for conversations/interview with the employer about career development, promotion, salary increases, and other matters related to improving working conditions. Training in assertively communicating needs to employers.
The job crafter helps the person with a disability prepare for conversations with the employer on topics related to professional development, such as negotiating a promotion, salary increase, or changes in job responsibilities. They support the development of assertive communication skills, enabling the individual to clearly and calmly express their needs and expectations while building positive workplace relationships. Such training strengthens the individual's self-confidence and ability to independently manage situations that are often difficult and stressful.

Documentation at this stage: Action Card with coded tasks.

Optional: Attachment 11 Exercise "Job interview"; Attachment 12 Exercise "How to talk to the employer?"

At this stage, we particularly encourage the use of methods that allow practising conversations in a practical way, such as role-playing.

1g. Conducting simulations of job-related tasks.

The job crafter organises practical exercises and simulations of typical tasks and duties that the individual may encounter in the chosen job position or during the recruitment process (work samples). This type of training helps better understand the requirements of the profession, test one's skills in safe conditions, practise specific activities, and gain confidence before taking up employment. For the job crafter, it is also a valuable source of additional information about the individual's skills, which allows for an even more precise definition of career goals.

Documentation at this stage: Action Card with coded tasks.

1h. Preparing documentation related to the individual's internships or placements.

The job crafter takes care of the formal aspects of organising internships, maintaining smooth communication with institutions and employers, and ensuring that all requirements are fulfilled on time.

2. Employment

2a. Searching for an appropriate workplace and position tailored to the individual's predispositions, competencies, qualifications, and capacities.

The job crafter actively searches for job offers and employment opportunities suited to the unique profile of the person with a disability. Job crafter uses professional databases and direct contacts with employers to identify positions that match qualifications, interests, and limitations. The job crafter analyses

labour market demand, pointing out the most promising and realistic opportunities.

Documentation at this stage: Action Card with coded tasks.

2b. Recommending and submitting the individual's application documents to employers.

The job crafter, together with the individual, selects the best offers and submits applications either on their behalf or jointly with them, ensuring professionalism and alignment with employers' expectations. Sometimes the documents are personally recommended by the job crafter if this can increase the chances of a positive outcome.

Documentation at this stage: Action Card with coded tasks.

At this stage, individuals should already have prepared professional application documents.

2c. Consultation with the employer regarding potential employment of the individual.

During consultations with the employer, the job crafter acts as a supportive bridge, helping the person with a disability actively shape their future work by adapting tasks, relationships, and working conditions to their needs and capacities. An important element of this process is identifying appropriate workplace accommodations to minimise barriers and maximise comfort and efficiency.

Together, they discuss the needs of both sides and how to align them to create a supportive and developmental workplace. The consultation takes place with the consent and knowledge of the individual.

Documentation at this stage: Action Card with coded tasks.

Optional: Attachment 13 Form for the employer - Identify barriers and potential adjustments or Attachment 14 Set of auxiliary questions for job crafters to use when speaking to the employer

2d. Informing the individual about job and/or internship offers obtained for them and jointly selecting appropriate ones. Analysing the workplace and position related to the offers.

The job crafter and the person with a disability review the best offers, analysing the nature of the position, requirements, and working conditions. Strengths and potential risks of each offer are discussed, with the aim of maximising the chances of professional success.

Documentation at this stage: Action Card with coded tasks, Job Position Analysis (Part I).

2e. Assistance in preparing or correcting application documents (CV, cover letter) for a selected recruitment.

The job crafter supports the individual in preparing application documents, ensuring they contain all necessary information and comply with the requirements of the specific recruitment process, while also reflecting the nature of the position.

Documentation at this stage: Action Card with coded tasks.

Optional: CV generator.

2f. Preparing the individual for a job interview for a selected recruitment.

The job crafter organises interview training sessions, conducting simulations, providing tips on self-presentation, answering questions, and managing stress or challenging situations. The individual can practise interviews in a safe environment and build greater self-confidence. Attention is given to the individual's knowledge about the specific employer and the requirements of the position.

Documentation at this stage: Action Card with coded tasks.

2g. Assisting the individual in direct contacts with the employer (e.g., during a job interview).

Depending on the needs of the person with disabilities, the job crafter may accompany them during interviews or other meetings with employers, providing emotional support, assisting with negotiations, and clarifying employer expectations.

Although the job crafter offers support during meetings, the individual remains the main participant in the conversation. It is crucial not to present the individual as dependent; therefore, preparation for independent communication is prioritised, with assistance offered only in exceptional cases.

Documentation at this stage: Action Card with coded tasks.

2h. Analysing specific work tasks and activities in the workplace (scope of duties, procedures, technologies, ergonomics, tools, materials).

After employment, the job crafter and the person with a disability analyse the nature of the work to identify potential barriers, opportunities for improvement, and areas for workplace adaptation. This includes specific tasks, ergonomics, technologies, and procedures. The aim is to align the work environment as closely as possible with the individual's capacities.

Documentation at this stage: Action Card with coded tasks, Job Analysis (Part II).

2i. Supporting communication with the employer regarding work organisation and adapting tasks and duties to match the individual's capacities and limitations.

The job crafter supports both the individual and the employer in negotiating a suitable scope of duties and working conditions that take into account health restrictions, skills, and expectations. Job crafters helps develop compromises that ensure both work efficiency and comfort for the person with disabilities.

Documentation at this stage: Action Card with coded tasks.

Optional: Attachment 13 Form for the employer - Identify barriers and potential adjustments

2j. Advising the employer on adapting the workplace to the individual's needs and/or physical adaptation of the workspace.

If necessary, the job crafter provides the employer with practical guidance on adapting the workplace — both organisationally and spatially. This may involve, for example, adjusting desks, software, or working hours.

Documentation at this stage: Action Card with coded tasks.

Optional: Attachment 13 Form for the employer - Identify barriers and potential adjustments and/or Attachment 14 Set of auxiliary questions for job crafters to use when speaking to the employer

2k. Discussing the individual's role in the workplace and building a sense of meaning in the work performed.

The job crafter helps the person with a disability focus on understanding their role and the value they bring to the organisation. They foster a positive attitude toward work, a sense of belonging, and motivation by emphasising the importance of tasks performed — which is fundamental for long-term job retention.

Documentation at this stage: Action Card with coded tasks.

2l. Advising the employer to resolve potential difficulties arising during the individual's adaptation.

If challenges appear during the adaptation stage, the job crafter cooperates with both the employer and the individual to understand the causes and propose practical solutions, such as adjustments in work organisation, training support, or modifications of duties.

Documentation at this stage: Action Card with coded tasks.

Optional: Attachment 13 Form for the employer - Identify barriers and potential adjustments

3. Job retention

3a. Employment monitoring.

The job crafter regularly monitors the situation of the individual in the workplace, checking the level of satisfaction, effectiveness in carrying out duties, and the occurrence of potential difficulties. If necessary, they intervene and take supportive actions for both the individual and the employer.

Documentation at this stage: Action Card with coded tasks.

3b. Supporting the individual in retaining employment. Analysis of difficulties and barriers encountered at work and ways of addressing them.

The job crafter helps the person with a disability cope with everyday challenges in the workplace. If the individual experiences barriers – emotional, organisational, or health-related – the job crafter assists in identifying them and together they look for solutions.

Documentation at this stage: Action Card with coded tasks.

3c. Motivating the individual to autocraft their workplace. Building a sense of agency. Supporting the individual at the workplace.

The job crafter encourages the person with a disability to shape their workplace – to take initiative, improve things, and introduce their own ideas. They strengthen the individual's sense of self-efficacy and agency, which translates into greater satisfaction and engagement at work.

Documentation at this stage: Action Card with coded tasks.

Optional: Attachment 15 Exercise "What do your tasks tell you?", Attachment 16 Exercise "Small changes – big effect", Attachment 17 Set of auxiliary questions for job crafters to use with persons regarding job crafting, Realizujmy się – Let's Realize Ourselves - autocrafting web-based application.

4. **Additional Activities**

4a. Support in building professional networks and support systems.

The job crafter supports the individual in establishing and developing

professional contacts that may serve as a source of job offers and substantive support, for example through participation in industry events, meetings, or forums. They also help the person with a disability in building a network of emotional support.

Documentation at this stage: Action Card with coded tasks.

4b. Completing the individual's documentation.

The job crafter ensures that the individual's documentation is complete and up to date, including confirmations of participation in activation activities or documents related to employment. This enables effective management of the professional inclusion process and the preparation of appropriate documentation required by institutions, such as project-granting bodies

Documentation at this stage: Action Card with coded tasks.

4c. Team consultations concerning the individual.

The job crafter participates in meetings and consultations with other specialists, exchanging information and ideas regarding the person with a disability. Jointly discussing the situation of the individual makes it possible to select the best support strategies and provide multidimensional assistance. Thanks to this, the support offered is consistent and well-coordinated.

Documentation at this stage: Action Card with coded tasks.

4d. Other tasks related to the vocational activation process carried out in cooperation with the job crafter.

The job crafter also performs additional activities supporting professional inclusion that may arise from the individual needs of the person with a disability, such as conducting workshops, organising meetings with employers, or motivational activities.

Documentation at this stage: Action Card with coded tasks.

4e. Participation in job fairs/employment exchanges.

The job crafter organises and supports the individual in participating in job fairs

and employment exchanges – helping with preparation, representing the individual, and making use of opportunities to obtain employment, internships, or placements. This provides the person with a disability with direct contact with potential employers and the chance to showcase their competencies.

Documentation at this stage: Action Card with coded tasks.

Realizujmy się – Let's Realize Ourselves - autocrafting web-based application

The use of the "Realizujmy się! - Let's Realize Ourselves!" tool is recommended for job crafters working with young people with disabilities who have already entered employment.

The test measures the extent to which a young person with a disability feels satisfaction with their work and makes it possible to identify areas requiring crafting in terms of relationships, skills and attitudes at work, stepping outside one's comfort zone, and workplace comfort. The tool highlights the areas that the young person with a disability would like to work on in order to achieve satisfaction in their professional role.

The results obtained should be accompanied by reflection and an action plan designed to address the areas and difficulties that hinder achieving satisfaction in one's professional role.

The test in Polish is available at https://realizujmysie.pl/test/. However, the automatic translation functions built into internet browsers make it possible to translate the page into the chosen language and complete the test.

Job crafter's code of ethics

Code of Ethics for Job Crafters working with young people with disabilities:

1. **Respect for dignity and autonomy**

   I treat every individual with respect, recognising their autonomy, individual needs, decisions, and right to self-determination.

2. **Acting in the best interest of the individual**

   My priority is the well-being of the person supported. All my actions are based on their potential, values, and resources.

3. **Equality, equal opportunities, and non-discrimination**

   I counteract all forms of discrimination, including those based on gender, age, disability, origin, religion, or sexual orientation.

   I support equal treatment in access to work and services, including during recruitment and employment processes.

4. **Confidentiality and data protection**

   I comply with the principles of GDPR (EU 2016/679) – I collect and process data only with consent, inform participants about their rights, and ensure the possibility of withdrawing consent at any time. Data is anonymised and stored securely.

5. **Consent and voluntary participation**

   Participation in job crafting activities is entirely voluntary. All data and information are provided consciously and with full consent, with the possibility of withdrawal at any time without consequences.

6. **Cultural, gender, and social sensitivity**

   I adapt my language, tools, and approach to the needs of individuals from diverse backgrounds – taking into account differences related to gender, age, origin, or level of communication skills.

7. **Avoiding stigmatisation and oversimplification**

   I ensure that the way I describe the outcomes of my work does not lead to generalisations, harmful labelling, or the reinforcement of stereotypes about persons with disabilities.

8. **Transparency and communication**

   I provide clear information about methods of work, the possibilities and limitations of support, and actively involve the supported person in formulating conclusions and goals.

9. **Responsibility for quality and professional ethics**

   I comply with national and European legal regulations as well as ethical guidelines. I regularly take part in training, engage in reflection, and participate in supervision.

10. **Integrity and dialogue**

    I act in the spirit of cooperation and partnership, respecting balanced communication. I ensure continuity of support, ongoing feedback, and joint formulation and acceptance of conclusions in the job crafting process.

Useful literature

1) On the situation of persons with disabilities in the publication of the European Disability Forum Majority of persons with disabilities locked out of quality employment
2) Beitner J., Introduction to Job Crafting in: Well-being week in law activity planning guide
3) Wrzesniewski, A., Dutton, J. E., Crafting a job: Revisioning employees as active crafters of their work, Academy of Management Review 2001, vol. 26
4) Kapica Ł, Baka Ł, Najmiec A., Job Crafting jako metoda budowania zasobów I pozytywnych postaw młodych pracowników wobec pracy. Poradnik dla pracowników i pracodawców, Warszawa 2022.

List of attachments

Attachment 1 Questionnaire to evaluate readiness to collaborate with a job crafter

The aim of this survey is to find out whether you are ready to collaborate with a job crafter.

The purpose of the job crafting process is to increase employment opportunities and job satisfaction for young people with disabilities who are not in education, employment or training (NEET). Job crafters help young people with disabilities identify and develop career paths, build self-confidence and adapt to the workplace in a way that aligns with their individual strengths, needs and aspirations.

CONSENTS

I agree to have my personal data processed, including sensitive data, by the data controller – [enter the name] – for the purpose of receiving support from a job crafter.

I understand that the data collected in this survey will help the support team to better understand my situation and needs, improve the support and activities offered, and prepare any other necessary documentation.

I declare that I have been informed of my right to access, rectify, or withdraw my personal data at any time, in line with the applicable data protection regulations.

QUESTIONNAIRE

For multiple-choice test questions, mark your answer with an X.

Personal data

First name:

.....

Surname:

.....

Date and place of birth:

.....

Sex: ☐Male ☐ Female

Migrant, person of foreign origin, minorities: ☐YES ☐NO

Do you provide care for a dependent person? (A dependent person is someone who requires constant care due to their age, health condition or disability, for example a child under 7, an elderly person, or a person with a disability, with whom the participant has a family or legal relationship.) ☐YES ☐NO

Contact details

Place of residence

Street name:

.....

Building no: .....

Flat no: .....

Postal code: .....

Locality (town/city):

.....

Type of locality:

- ☐ Village
- ☐ Town up to 20,000 inhabitants
- ☐ Town/city between 20,000 and 50,000 inhabitants
- ☐ Urban centre between 50,000 and 100,000 inhabitants
- ☐ City over 100,000 inhabitants

Contact details

Telephone no:

.....

E-mail address:

.....

Disability certificate

Do you have a disability certificate or any other official document confirming your disability status?

☐ YES ☐ NO

If you answered "NO", please explain why:

- ☐ I don't think I need one
- ☐ I didn't know that I could apply for one
- ☐ I don't know how to obtain one
- ☐ I have submitted an application, but I haven't received one yet
- ☐ Other (please specify):

  .....

Details of the disability certificate

Issuing authority: .....

Cause of disability (type, degree, etc.): .....

Expiry date: .....

Employment status

What is your current employment status? (you may choose more than one option):

- ☐ economically inactive

- ☐ unemployed
- ☐ other - please specify:

  .....

Are you currently ready to take up employment?
☐ YES ☐ NO ☐ other - please specify: .....
If you answered "NO", please explain why:

- ☐ I am studying or in training
- ☐ Health-related reasons
- ☐ Care responsibilities
- ☐ I am currently not ready for or not seeking employment
- ☐ Other (please specify):

  .....

Have you been actively looking for a job in the last four weeks?
☐ YES ☐ NO ☐ other - please specify:
.....
If you answered "NO", please explain why:

- ☐ I am focusing on my studying or training
- ☐ I have been ill or unable to work
- ☐ I don't know how to look for a job
- ☐ I feel discouraged or lack motivation
- ☐ Other (please specify): .....

Education

What is your level of education?

- ☐ elementary
- ☐ lower secondary (*gimnazjum*)
- ☐ basic vocational
- ☐ secondary
- ☐ secondary vocational
- ☐ post-secondary (with or without a school leaving exam)
- ☐ bachelor's degree
- ☐ tertiary (master's degree)
- ☐ postgraduate/doctoral studies
- ☐ other (please specify):

  .....[7]

[7] Please note that the list provided here refers to the Polish education system. These levels can be mapped to the ISCED 2011 classification. When adapting this

QUESTIONNAIRE TO EVALUATE READINESS OF A YOUNG PERSON WITH A DISABILITY TO COLLABORATE WITH A JOB CRAFTER

Please answer the following questions by selecting one option.

Part 1: Motivation and readiness for change

1. Do you want to work in the future?
   ☐ Yes, very much
   ☐ Maybe, I'm still thinking about it
   ☐ No, I'm not interested at all

2. Is being more independent important to you?
   ☐ Yes
   ☐ I don't know
   ☐ No

3. Do you feel ready to try something new in terms of work?
   ☐ Yes
   ☐ Yes, but with help
   ☐ No

4. Have you ever thought about what type of work you would like to do?
   ☐ Yes, I have an idea
   ☐ A little, but I'm not sure
   ☐ No, I've never thought about it

If you answered "Yes" or "A little", what kind of support would you like to receive to help you learn about or achieve this type of work? (You may choose more than one option)

☐ Help finding information about this type of work
☐ Courses or training to prepare for it
☐ Help preparing for a job interview
☐ Help preparing a CV
☐ Talking to someone who can help me assess my competence for this work
☐ Support in developing skills or strategies to maintain this job in the long-term perspective
☐ Other: .....

5. Are you motivated to change your current work situation?
   ☐ Yes

questionnaire, please ensure it is modified to align with the education system of the specific country. For example, in Poland, both "secondary" and "secondary vocational" education correspond to level 3 in the ISCED classification.

☐ No
☐ I don't know

Part 2: Social and collaboration skills

6. In everyday life situations, are you usually able to ask someone for help if you don't know something?
   ☐ Yes
   ☐ Sometimes
   ☐ No

7. Are you able to talk to a stranger if it's necessary (e.g. at a public office or in a shop)?
   ☐ Yes
   ☐ With help
   ☐ No

8. How do you feel when someone is helping you with something new?
   ☐ Good, it helps me
   ☐ Depends - sometimes good, sometimes bad
   ☐ Bad, I prefer to do everything by myself

Part 3: Organisation and commitment

9. Would you be able to start a job, internship or training soon (if you have such a possibility)?
   ☐ Yes
   ☐ No
   ☐ I don't know

10. Are there any obstacles at the moment that might make your participation in the project difficult (e.g. rehabilitation, care responsibilities, no Internet access)?
    ☐ Yes
    ☐ No
    ☐ I don't know

11. Can you attend meetings at a specified time?
    ☐ Yes, always
    ☐ Sometimes I have difficulty
    ☐ No, never

If you answered "Sometimes" or "No", please explain why:

☐ Health issues

- ☐ To protect my well-being or mental health
- ☐ I have other responsibilities (e.g. caring for someone, appointments)
- ☐ Problems with transport or access
- ☐ Other (please specify): .....

12. Are you ready to dedicate some time each week to meet with a job crafter?
    ☐ Yes
    ☐ Maybe, but I'm not sure
    ☐ No

13. Would you like to learn more about yourself (e.g. what you are good at, what you enjoy doing)?
    ☐ Yes
    ☐ I don't know
    ☐ No

Part 4: Support and environment

14. Is there someone close to you (family, caregiver, guardian) who supports your efforts?
    ☐ Yes
    ☐ I don't know
    ☐ No

Interpretation of results

Scoring:

- Positive answer = 2 points
- Neutral answer = 1 point
- Negative answer = 0 points

Readiness scale (max. 30 points):

- **22-28 points: high level of readiness**
  A person is ready to work with a job crafter and take steps towards integration into the labour market.
- **12-21 points: moderate level of readiness**
  Collaboration is worth pursuing, but the person might need more support.
- **0-11 points: low level of readiness**
  It is recommended to focus on preparation for the process of integration

into the labour market - activities aimed at developing motivation, autonomy and social skills are recommended.

Total number of points:

.....

Notes and remarks / additional information:

.....

Enclosures to the questionnaire

1. Disability certificate / other document confirming disability
2. CV or written employment record

Date and signature: .....

Signature of legal representative (if any): **.....**

Attachment 2 Professional profile description

Professional profile description

Job crafter's full name:

Person's full name:

1. **Current career goal:**
   (person can select more than one answer)
   ☐ Finding permanent employment
   ☐ Changing industry
   ☐ Promotion/increased responsibilities
   ☐ Temporary work or occasional assignments
   ☐ Other:

2. **Priorities when choosing a job**
   (person can select max. 5 most important factors)
   ☐ Job stability
   ☐ Remuneration
   ☐ Development and learning
   ☐ Work-life balance
   ☐ Workplace atmosphere
   ☐ Flexible working hours
   ☐ Work with a mission/social purpose
   ☐ Possibility of remote/hybrid work
   ☐ Flexible working hours
   ☐ Diverse work environment
   ☐ Proximity to the workplace
   ☐ Alignment with personal interests
   ☐ Clearly defined tasks and responsibilities
   ☐ Proximity to the workplace
   ☐ Workplace adaptation (e.g. restroom, wheelchair ramp, elevator)
   ☐ Workplace easily accessible by public transport
   ☐ Work without time pressure
   ☐ Other:

3. **Occupational preferences**
   Preferred type of work environment:
   ☐ Office
   ☐ Remote work
   ☐ Hybrid work (mixed model – partially remote and partially on-site)

☐ Field work
☐ Physical work
☐ Contact with the clients
☐ Individual work
☐ Teamwork
☐ Other: .....

Preferred work pace:
☐ Steady and systematic
☐ Varied and fast-paced
☐ Balance between steady and dynamic

Preferred sectors:
☐ Administration
☐ Education
☐ IT and new technologies
☐ Social services
☐ NGO sector
☐ Logistics and transport
☐ Manufacturing and production
☐ Culture and arts
☐ Trade
☐ Other: .....

Preferred job positions:

- .....
- .....

Additional information:

Attachment 3 Job position analysis

Job position analysis

Job crafter's full name:

Person's full name:

Part 1 - analysis before employment

1. Requirements for the selected job position

- ☐ **Position selected by the person:**
  Office worker
- ☐ Customer service specialist
- ☐ Salesperson
- ☐ Production worker
- ☐ Security officer
- ☐ Cleaning worker
- ☐ Warehouse worker
- ☐ IT specialist
- ☐ Other: _____

What is required to get this job?

- Education:
  - ☐ Elementary/lower secondary
  - ☐ Secondary
  - ☐ Bachelor's degree/engineer: _____
  - ☐ Master's degree: _____
  - ☐ Specialized courses/training: _____
  - ☐ Not required
- Experience:
  - ☐ In a similar position
  - ☐ Not required
- Foreign languages:
  - ☐ English – basic
  - ☐ English – advanced
  - ☐ Other foreign language: _____
  - ☐ No requirements
- Skills:
  - ☐ Computer skills

- ☐ Specialized software (e.g. graphic design, warehouse management): _____
- ☐ Operation of machinery/equipment: _____
- ☐ Manual skills
- ☐ Communication skills
- ☐ Organisational skills
- ☐ Teamwork
- ☐ Customer communication
- ☐ Ability to work under time pressure
- ☐ Other: _____

- Qualifications:
  - ☐ Driving licence, category B
  - ☐ Qualification to operate machinery and equipment (e.g. forklift trucks)
  - ☐ Certificates of professional competence (e.g. SEP)
  - ☐ Other: _____
  - ☐ Not required
- Physical fitness and sensory capability:
  - ☐ Full physical fitness
  - ☐ Limited mobility – acceptable
  - ☐ Good vision/hearing required
  - ☐ Good manual skills required
  - ☐ Working in a standing position for a long time
  - ☐ Working at heights
  - ☐ Other: _____
  - ☐ No special requirements
- Other requirements:
  - ☐ Willingness to travel for business
  - ☐ Willingness to work on shifts
  - ☐ Other: _____

2. Comparison of the person's capabilities with the requirements

Person's strengths

- ☐ Relevant education
- ☐ Sufficient experience
- ☐ Good command of foreign languages
- ☐ Matching skills
- ☐ Social skills
- ☐ Other: _____

Weaknesses

- ☐ Lack of required qualifications
- ☐ Insufficient command of languages
- ☐ Lack of experience
- ☐ Health-related limitations
- ☐ Other: _____

Action to be taken

- ☐ Completion of a course/training
- ☐ Professional internship or work placement
- ☐ Consultation with an occupational medicine specialist
- ☐ Adapting the workstation or working conditions
- ☐ Other: _____

Part 2 - analysis after employment

1. Information about the company and job position

- Company name: _____
- Job position: _____
- Contact: _____
- Working hours, schedule:
  - ☐ Full-time
  - ☐ Fixed hours
  - ☐ Shift work
  - ☐ Part-time work
  - ☐ Flexible working hours
- Commuting:
  - ☐ Public transport
  - ☐ Company-provided transport
  - ☐ Own car
  - ☐ Other: _____
- Job description:
  - ☐ Physical work
  - ☐ Working with clients
  - ☐ Working with a computer
  - ☐ Manual tasks
  - ☐ Other: _____
- Key responsibilities:
  - ☐ Customer service
  - ☐ Office tasks
  - ☐ Production tasks

- ☐ Physical work
- ☐ Other: _____

- Equipment, tools and software used at work:
  - ☐ Computer
  - ☐ Office programs
  - ☐ Production machinery
  - ☐ Company car
  - ☐ Other: _____
- Adapting the workstation to accommodate needs related to disability
  - ☐ Yes (please specify): _____
  - ☐ No

2. Job crafting

a) Tasks and activities

Would you like to change the scope of your tasks?

- ☐ Yes, simplify certain tasks
- ☐ Yes, delegate difficult tasks to others
- ☐ Yes, introduce new tasks that use my talents
- ☐ Yes, introduce new tasks that give me more satisfaction
- ☐ Yes, change the way tasks and activities are performed
- ☐ No, I'm satisfied

What could be changed in your tasks/activities?

- Task 1: _____
  Change: _____
  Steps to be taken: _____
- Task 2: _____
  Change: _____
  Steps to be taken: _____
- Task 3: _____
  Change: _____
  Steps to be taken: _____

b) Workplace relationships

Would you like to improve your relationships with anyone?

- ☐ Yes, with colleagues
- ☐ Yes, with my supervisor
- ☐ No

What can you do to improve these relationships?

- ☐ Face-to-face conversation
- ☐ Adapting communication style
- ☐ Practising listening skills
- ☐ Engaging in collective seeking for solutions
- ☐ Participating in team initiatives
- ☐ Organizing and encouraging participation in team-building activities
- ☐ Avoiding gossiping and negative talk
- ☐ Appreciating and supporting colleagues

- ☐ Initiating regular, individual meetings with a supervisor

- ☐ Other: _____
- ☐ Not applicable

c) General purpose of work

What is the primary purpose of your work?

- ☐ Earning money
- ☐ Professional development
- ☐ Satisfaction from the tasks performed
- ☐ Helping others
- ☐ Other: _____

What motivates you most in your work?

- ☐ Remuneration
- ☐ Opportunities for growth
- ☐ Good relationships in the workplace
- ☐ Having impact on others
- ☐ Other: _____

Do you feel that your work is meaningful?

- ☐ Definitely yes
- ☐ Rather yes
- ☐ I'm not sure
- ☐ No

Would you like to change anything to make your work more satisfactory?

- ☐ No
- ☐ Yes (please specify what you would like to change):

_____

What can you do to make the changes mentioned above (if applicable):

Step 1:

Step 2:

Step 3:

Attachment 4 Job crafter's action chart

Job crafter's action chart

Job crafter's full name:

Person's full name:

Date	Scope of consultation	Job crafter's signature	NOTES AND REMARKS

.....

Person's signature

Attachment 5 List of coded tasks

List of coded tasks

Key to the description of coded tasks for the purpose of collaboration of the job crafter with the Person

CODE	TASK DESCRIPTION
1.	**Employment-supporting actions**
1a	Establishing contact with the person. Defining the terms of cooperation, goals; identifying needs; collecting and analysing information about the person from their Individual Action Plan (IAP) and other available documents; obtaining input from other specialists and the person's environment.
1b	Analysing the person's situation on the labour market.
1c	Discussing activities that support self-education and how to implement them. Encouraging the person to engage in additional activities.
1d	Discussing the tools useful in the employment seeking process, such as: CV and cover letter creators, self-job crafting application and introducing the person to job finding portals.
1e	Preparing the person for discussing with the employer professional development paths, promotions, salary increases or other matters related to improving working conditions. Training in assertive communication of needs to employers.
1g	Simulation of work-related tasks.
1h	Preparing documentation regarding the person's internships and/or work placements.
2.	**Employment**
2a	Searching for a suitable workplace and job position in accord with the person's individual aptitude, competences, qualifications and capabilities.
2b	Recommending the person and submitting their application documents to employers.
2c	Consulting with an employer regarding the person's potential employment.
2d	Informing the person about job and/or work placement offers obtained for them, and selecting together suitable options from among those presented. Analysing the workplace and the job position for the obtained offers.
2e	Help in creating or revision of application documents (CV, cover letter) tailored to a specific recruitment process.

CODE	TASK DESCRIPTION
2f	Preparing the person for a job interview as part of a specific recruitment process.
2g	Assisting the person in direct contacts with the employer (e.g. during a job interview).
2h	Analysing specific professional tasks and activities in the workplace (scope of duties and performed activities, procedures, technologies, ergonomics, tools and materials).
2i	Providing support in communicating with the employer regarding work organisation and adjusting professional tasks and activities to align with the person's capabilities and limitations.
2j	Advising the employer on how to adjust the workstation to the person's needs and/or how to adapt the physical workspace.
2k	Discussing the person's role in the workplace and building a sense of purpose of the work performed.
2l	Advising the employer on addressing any possible difficulties that may arise during the person's adaptation period.
3.	**Maintaining employment**
3a	Monitoring the employment.
3b	Supporting the person in maintaining their employment. Analysing difficulties and barriers encountered at work as well as possible solutions.
3c	Motivating the person to engage in job crafting. Building a sense of agency. Providing support to the person in the workplace.
4.	**Additional activities**
4a	Assistance in building a network of professional contacts and support networks.
4b	Completing person's documentation.
4c	Consultations with a team of experts regarding the person.
4d	Other tasks related to the professional activation process, carried out in collaboration with a job crafter.
4e	Attendance at job fairs/job exchange markets.

Attachment 6 Exercise "What is important to me?"

Exercise "What is important to me?"

Who this exercise is for and when to use it

This exercise is designed for NEET individuals and people with disabilities who want to better understand their own needs and reflect on what kind of work might be suitable for them.

It is useful when a person doesn't know what kind of job to look for, finds it difficult to define their needs or wants to choose a job that aligns well with their life.

Purpose of the exercise

This exercise will help the person:

- reflect on what is important to them,
- gain a better understanding of their own needs,
- think about what kind of work might be good for them.

Aids

- cards with names of values,
- pen,
- sheet of paper.

The exercise can also be completed using a computer or a phone.

Instructions

Step 1 Choose what is important to you

Instruction for the person:

"Read the values listed below. Select the **5 values** that are most important to you.

If none of the values fit, you may add your own."

Values (written down on a sheet of paper or on slips of paper):

- **Safety** – I want to feel safe at work and know that I am not in danger.
- **Stability** – I want long-term employment and know what I can expect.

- **Autonomy** – I want to be able to make my own decisions.
- **Peace** – I want peaceful working conditions and a suitable pace of work.
- **Good relationships** – having good relationships with other people is important to me.
- **Development** – I want to learn new things.
- **Time for myself** – I want to have time for my private life.
- **Money** – a good salary is important to me.
- **Helping others** – I want to do something that helps others.
- **Interesting work** – I want to do things that interest me.
- **Respect** – I want to be treated well.
- **Health** – I want to take care of my health.

Step 2: Choose three most important values

Instruction for the person:

"Look at your 5 values. Now, choose **3 most important** ones.

Write them down. You don't need to rank them in any specific order. If they are all equally important to you, you can leave them as they are."

Step 3: What do these values mean to you?

Instruction for the person:

"Think about your future job.

Finish the following sentences:

It is important to me that...

In my job I need...

In my job I don't want...

What helps me in my job is...

You don't have to answer all questions. Choose those that are easy for you to answer.

Step 4: My job

Instruction for the person:

“Now, think about a job in which you might feel good.

Finish the following sentence:

“A good job for me is when…”

For example, this could mean:

- I have fixed working hours,
- I know what I am supposed to do,
- I can work in peaceful conditions,
- I have contact with other people,
- I can work by myself,
- I have the opportunity to learn,
- I have time for my private life.

Step 5: Summary

Lastly, the job crafter

- recaps the 2-3 most important values with the person,
- helps translate these into specific needs and working conditions,
- writes down key conclusions
- and points out what to pay attention to when looking for a job.

Attachment 7 Exercise “My strengths”

Exercise “My strengths”

Who this exercise is for and when to use it

This exercise is designed for NEET individuals and people with disabilities who find it difficult to identify their own strengths or talk about themselves.

It is useful when the job crafter starts working with the person, before preparing a CV or attending an interview with an employer. It helps define a person's strengths and find examples that can later be used during a job search.

Purpose of the exercise

The exercise helps the person:

- see their strengths,
- find out which character traits might be helpful at work.

Aids

- list of character traits,
- sheet of paper
- pen.

Instructions:

Step 1: Introduction

The job crafter explains:

“Character traits describe what we are like and how we behave in various situations.

We all have our strengths. We can demonstrate them also outside of work. For example, at home, at school, when learning, through our hobbies or in our interactions with others.

These traits can also be useful at work.”

Step 2 Choose your traits

The job crafter presents a list of traits to the person.

They ask the person to select 3 traits that best describe them.

List of character traits:

- Responsible – I can be relied upon.

- Thorough – I pay attention to details.
- Patient – I can wait and work patiently.
- Independent – I can do things by myself.
- Helpful – I like helping others.
- Open – I am open to new people and new situations.

- Creative – I have my own ideas.
- Calm – I can keep calm.
- Persistent – I do not give up easily.
- Punctual – I arrive on time.
- Communicative – I can talk to others.
- Organised – I can plan my work.

If none of these traits fit, the person may add their own.

Step 3 Find an example

For each selected trait, the job crafter asks:

"When was the last time you demonstrated this trait?"

Example:

Trait: patient
Example: I helped my younger siblings with their studying.

If the person cannot think of an example, the job crafter can help them by asking questions such as:

- Has it ever happened to you to do something that required this trait?
- Has anyone ever told you that you have this trait?
- Do you use this trait at home, at school, while studying or when doing your hobby?

Step 4 My traits at work

The job crafter asks the person to select one trait that could be particularly useful at work.

They ask:

"How can this trait help you in your work?"

Example:

- I am thorough – I can perform well tasks that require attention to detail.

- I am helpful – I can collaborate well with others.
- I am independent – I can perform tasks without constant assistance.
- I am patient – I can calmly perform tasks that take time.

Step 5: Summary

Lastly, the job crafter

- recaps 2-3 of the person's strengths,
- helps find examples that demonstrate these traits,
- explains how to use these examples in the recruitment process,
- writes down key conclusions.

Attachment 8 Exercise "What do I already know and can do?"

Exercise "What do I already know and can do?"

Who this exercise is for and when it's useful

This exercise is primarily designed for NEET individuals and people with disabilities who:

- have never worked or have worked for a short time,
- have little professional experience,
- have had gaps in their education or employment,
- find it difficult to talk about their strengths,
- don't know what skills they have,
- require more time and support during conversations.

It is useful when the job crafter starts working with the person to help them recognize skills acquired not only at work but also in their daily life. It can serve as a starting point towards further discussion about strengths, interests and possible work options.

Purpose of the exercise

The exercise is supposed to help the client realize that skills can be acquired in various situations, not only at work.

The person may discover skills acquired for example:

- at home,
- at school,
- during a course,
- during an internship or at work,
- while providing care for someone,
- through hobbies or interests,
- during self-directed learning.

The exercise is designed to help answer three simple questions:

1. What did I do in the past?
2. What am I capable of doing?

3. Where can I use this skill?

Instructions

Step 1 Brief introduction

The job crafter explains the purpose of this exercise: They stress that skills can be acquired not only at work but also in everyday life, for example at home, at school, while taking care for others, through personal interests or via self-directed learning. They inform the person that when doing this exercise they will examine the person's various experiences to identify things that they are already able to do.

Step 2 Selecting familiar situations

The job crafter asks about several areas in the person's life.

It is not necessary to discuss all of them. You can start with the area that the person feels most comfortable to talk about.

The job crafter can ask about:

- home and daily life,
- helping or taking care for another person,
- school,
- a course or training,
- an internship, work placement or a job,
- hobbies and interests,
- things the person has learned by themselves.

The job crafter can say:

"Let's look at various situations from your life. We aren't looking for "major achievements" right now. We are also interested in ordinary things that you can do."

Step 3 Discussing specific situations

The job crafter suggests a simple conversation, by asking three questions:

1. **What did you do?**

   Example:

- I cooked
- I looked after a child
- I helped an elderly person
- I repaired a bicycle
- I took a course
- I cleaned
- I learned how to use a computer program
- I helped in a family business.

2. What are you capable of doing?

The job crafter helps to identify and name the specific skill.

For example:

“I cooked”:

- I can prepare a meal
- I can follow simple recipes
- I can keep a kitchen tidy

“I looked after someone”:

- I can assist another person
- I can keep track of important things
- I can listen
- I can organize daily tasks

“I repaired a bicycle”:

- I can use tools
- I can do simple repairs

“I learned by myself using the Internet”:

- I can search for information
- I can use the Internet or a computer program

3. Where can you use it?

You don’t need to name a specific job right away. Simply consider:

- Could this skill be useful at work?

- For what kind of tasks?
- Where it might be needed?

Examples of questions for the job crafter:

The job crafter chooses only those questions that are relevant to the person's specific situation.

Home and daily life

- What is it that you often do at home?
- What are you able to prepare, fix or sort out?
- Can you do shopping?
- Do you use a computer or phone for everyday tasks?
- Is there anything you do well and others ask for your help?

Assistance and care

- Do you help anyone?
- What kind of help do you provide?
- What are you responsible for?
- What do you need to keep in mind?
- What do you do when a problem arises?

School, courses and training

- What did you learn at school?
- Did you work with other people?
- Did you do any practical tasks?
- Did you complete any course or training?

Internship, work placement or a job

- What kind of tasks did you perform?
- What tools, equipment or software did you use?

Hobbies and interests

- What do you like to do in your free time?

- What did it teach you?
- What is it that you do accurately or particularly well?
- Do you create, fix, cook, draw, play, grow plants or take care of animals?

Self-directed learning

- What have you learned by yourself?
- Have you watched any instructional videos or tutorials?
- What are you able to do now as a result of this learning?

Step 4 Selecting 2–3 skills

The job crafter and the person together select 2–3 skills that the person likes, makes good use of or wants to develop and apply in the future.

Step 5 Brief summary

The job crafter summarizes the exercise, stressing the fact that the person has acquired skills through various life situations, not only when working. Then, the job crafter and the person select one or more skills and establish the specific tasks or types of work where they could be useful.

Attachment 9 Exercise “Learn more about yourself”

Exercise “Learn more about yourself”

Who this exercise is for and when it's useful

This exercise is designed for those who want to know more about their strengths. It is particularly useful for NEET individuals and people with disabilities who may find it difficult to talk about what they can do and what they can do well.

This exercise is useful when a person needs to get to know themselves better, prepare for a job search or reflect on what they want to develop.

Purpose of the exercise

This exercise will help the person:

- gain a better understanding of their own strengths,
- learn how others perceive them,
- recall their past experiences.

By the end of the exercise, the person will:

- have a list of their strengths,
- have selected one new area for further development,
- be able to identify their own strengths.

Instructions

Step 1 Getting started

The job crafter has a brief conversation with the person.

They might ask:

- Are you currently looking for a job?
- What do you already know about your strengths?

Step 2: What do others see?

The job crafter explains that sometimes other people see our strengths which we fail to notice ourselves. The person is asked to choose 3–5 people who know them well. These can be people from:

- work,
- school or a training course,

- volunteering work,
- other activities performed together.

It is important that these are people who have observed the person in action or while working together.

Together with the job crafter, the person prepares a short message requesting an opinion.

Then, the person notes down:

- who they will contact,
- when they will send the message.

If the person cannot send the message at the moment,

together with the job crafter they can think about:

“What might this person say about your strengths?”

This is not the person’s actual opinion, but it serves as a starting point for discussing strengths.

Step 3 Try something new

The job crafter says that we can also learn something about ourselves by trying new things. They ask the person to think of something they haven’t done yet but would like to try.

The person writes down 5 ideas.

Then, the person selects one small thing to try in the near future.

This should be something simple and easy to do.

At the next meeting, the job crafter asks the person to answer the following questions:

- What went well?
- What was difficult for me?
- What helped me?
- What did I learn about myself?

Step 4 Summary

The summary part can take place during the next meeting, after receiving opinions from other people and doing a new thing.

The job crafter discusses the following with the person:

- What did you learn about yourself?
- What are your strengths?
- What do others say about them?
- Did the opinions of others surprise you?
- How can you use your strengths when looking for a job?

Lastly, the job crafter

- helps the person identify and name their strengths,
- helps the person use this information in the job searching process in the future.

Attachment 10 Exercise “Check the requirements in job offers”

Exercise “Check the requirements in job offers”

Who this exercise is for and when it's useful

This exercise is designed for NEET individuals and people with disabilities who want to begin or increase their professional activity but don't know the requirements of employers.

It is useful when a person has already chosen a specific position or profession and wants to find out whether their skills match the job offers and what else they can learn.

Purpose of the exercise

This exercise will help the person:

- check what kind of employees employers are looking for,
- learn the specific requirements for a chosen job,
- verify what they know and can do
- find out what else they can learn.

Instructions:

Step 1 Choose a job

The person selects one or two positions they are interested in.

For example:

- office worker,
- salesperson,
- warehouse worker,
- graphic designer.

If the person finds it difficult to make a choice, the job crafter assists them in selecting a position based on their interests, skills and needs.

Step 2 Find job offers

The person searches for **at least three current job offers** for the chosen position.

They can do it by themselves or with the help of the job crafter.

Step 3 Check what employers are looking for

The job crafter and the person read the job offers together and note down the most important information.

What is the employer looking for?	Do I already have this?	Do I want to learn this?
Experience	**Yes/No**	**Yes/No**
Education	**Yes/No**	**Yes/No**
Languages	**Yes/No**	**Yes/No**
Skills	**Yes/No**	**Yes/No**
Other requirements	**Yes/No**	**Yes/No**

You don’t need to write down everything. The most important thing is to identify requirements that appear across several job offers.

Step 4 Discussing the findings

The job crafter asks:

- What appeared most frequently in the job offers?
- What skills or abilities do you already have?
- What is it that you still cannot do?
- What would you like to learn?
- What surprised you?

Important: lack of one skill doesn't mean that the person cannot pursue this job.

Step 5 Choose the next step

Finally, the person chooses one or two next steps.

For example:

- add my skills to my CV,
- improve my CV,
- submit an application for a job offer,

- learn more about a specific profession,
- look for a course or training,
- try to gain experience.

Step 6 Summary

Lastly, the job crafter

- helps the person understand requirements of employers,
- verifies with the person what the person already can do,
- helps select one or two things to focus on next.

The purpose of this exercise is not to fulfil the requirements all at once. Instead, it is about identifying what the person already brings to the table and determining what the next step might be.

Attachment 11 Exercise “Job interview”

Exercise “Job interview”

Who this exercise is for and when to use it

This exercise is designed for NEET individuals and people with disabilities who are preparing for a job interview. It is useful before submitting a CV or having an interview with an employer, especially if the person has limited experience or feels anxious about the interview.

Purpose of the exercise

The exercise is aimed at preparing the person for an interview with an employer, boosting their self-confidence and helping them speak calmly and in their own words about their experience, skills and needs.

Instructions

The job crafter explains that the following questions will help the person prepare for a job interview.

They stress that these questions should not be treated as a ready-made scenario or a set of answers to be memorised. The recruiter might phrase questions differently, ask for further details or bring up an entirely new topic.

Information for the person on how to work with these questions:

- First, try to come up with your own answers.
- Note down a few key points rather than learn full sentences by heart.
- Prepare specific examples from your life, education, work, training courses, volunteer work or other activities.
- Practice saying your answers out loud, but don't learn them by heart.
- Also, consider what questions you might want to ask the employer or the recruiter.

The purpose of this preparation is not to find the “perfect” answers. It is primarily about improving self-confidence and ensuring you are better prepared for the interview.

Think of the questions below as an exercise. First, think how to answer the questions in your own words and then compare your answer with our tips.

Questions:

1. Tell us something about yourself.

Purpose of the question:

The recruiter wants to learn about your experience, skills, professional interests and motivation. They may also be observing your communication style.

How to answer?

Briefly outline:

- what you are currently doing,
- what experience or skills you possess,
- why you are interested in this particular position.

Example:

“I am currently looking for my first job in customer service. I am a communicative person and good at organising my tasks. At school, I helped organize events and I also completed a basic customer service training course. I am interested in this position because I want to further develop these skills in practice.”

Tip

Think ahead about what information you want to share about yourself. You don't need to tell them everything. First of all, choose the character traits, skills and experiences that are relevant to the position.

If you don't have extensive work experience, you can talk about internships, work placements, volunteer work, projects, personal interests or skills you have acquired on your own.

What should you pay attention to?

- Do not tell the entire story of your life. Focus on what is relevant to your current situation and the job for which you are applying.
- Avoid sharing medical details, diagnoses or personal problems, unless they are directly related to performing the job.
- Do not complain about the scarcity of job offers, difficult situation on the market or your previous employers.

2. What is the reason for the gap in your CV?

Purpose of the question:

The recruiter wants to understand what caused the employment gap and how you spent that time. They may also want to determine whether you are currently ready to take on a job.

How to answer?

Answer briefly, calmly and truthfully. You are not required to disclose details regarding your health or private life.

If the reason for the gap is personal, you can mention it in general terms and then steer the conversation towards your current professional situation.

Example:

“The gap was due to personal matters. That period is now behind me, and I am currently focused on returning to the job market.”

“In this period I focused on learning and completed a course on artificial intelligence. Now I want to use the acquired skills at work.”

Tip

If you acquired new skills, took a course, engaged in volunteer work, pursued personal projects or actively sought employment during your career break, it is worth mentioning.

However, not every break needs to be “justified” by specific activities. You have the right to keep your personal reasons to yourself.

What should you pay attention to?

- You don't need to reveal medical details, diagnoses or private family information.
- Don't apologize for the break and don't show any sense of guilt. Gaps in employment happen for many reasons.
- Don’t invent reasons or provide false information.
- Avoid complaining about the healthcare system, doctors, previous employer or a difficult situation from the past.

- Don't assume that you must provide a detailed explanation for each and every gap in your CV. You can answer in general terms and then go back to what you have to offer now.

3. What did you do during your career break?

Purpose of the question:

The recruiter wants to know how you spent your time during the break and whether you gained any experience or skills that could be relevant to the job.

How to answer?

Answer briefly and truthfully.

During the interview, you can mention what you were doing during the break, for example:

- taking courses or training,
- learning a language,
- developing computer skills,
- volunteer work,
- working on personal projects,
- family responsibilities.

However, you don't need to present each break as a period of professional development.

Tip

Say what you are actually doing or were doing during the break.
Choose the information that might be relevant to the specific position.

If the break was due to personal or health-related reasons, you can answer in general terms. You don’t need to provide specific details.

Neither, do you need to invent activities just to make a gap in your CV look better.

What should you pay attention to?

- Don't share medical details, diagnoses or information about treatments, if you want to keep it private.

- Don't invent courses, classes or other activities.
- Avoid complaining about doctors, previous employers, the labour market or difficult life circumstances.
- Don’t apologize for the period of unemployment.

If you didn't engage in any work-related activities during that time, you can state this neutrally and briefly:

“During this period I didn’t work and I was focused on personal matters. Now I'm ready to return to the labour market and I'm actively seeking employment.”

4. Why do you want to work for our company specifically?

Purpose of the question:

The recruiter wants to see if you are familiar with the company and the position you are applying for and to understand your motivation for working there.

How to answer?

Before the interview:

1. read the job offer carefully,
2. check basic information about the company, for example on its website,
3. prepare 1–2 specific reasons why you are interested in the company or the position.

Then, align these reasons with your own interests, experience, skills or career plans.

What can you present as a reason?

Nature of work - for example, an interesting scope of responsibilities, working with clients, operating specific equipment or the opportunity to employ your skills.

Company’s business - for example, an interesting product or service, sector you are interested in or a specific project that caught your attention.

Opportunities for development—for example, the onboarding training, the chance to learn on the job, acquire new qualifications or get promoted.

Work organisation—for example, the work system, work schedule or location that you find suitable, the prospect of a long-term engagement, provided that this is mentioned in the job offer or by the employer.

Company's values or way of operation - provided that these really matter to you and you can point to a specific example.

For example:

"I found your company interesting because you offer on-the-job training opportunities for those with limited experience. I want to develop myself and my position in this industry, and moreover the scope of responsibilities outlined in the job offer aligns well with my interests and existing skills."

A good answer shouldn't sound like an answer to: "Why is this company great?" but rather: "What, specifically, about this company or this position appeals to me and aligns with my plans?"

What should you pay attention to?

- Avoid answers such as: "I'm looking for any job", or "It doesn't matter where I work".
- Don't pretend you are interested in the company if this is not true.
- Don't recite information found on the corporate website. It is better to highlight one specific aspect and explain why it interests you.
- Don't criticize other companies or previous employers.
- Don't hide the fact that compensation matters to you. However, it is also worth mentioning other reasons why you are interested in this particular position.

5. Why are you applying for this specific position?

Purpose of the question:

The recruiter wants to verify if you understand what the job is about.

How to answer?

Say which tasks listed in the job offer suit you most and why you believe you will handle them successfully.

Tip

Before the interview, read the job offer carefully and select one or two tasks from the list of responsibilities. Explain why these particular tasks are a good fit for you.

Examples:

“I enjoy working with documents; I am meticulous and detail-oriented and I feel that I will perform this task well.”

“I want to learn how to use the software mentioned in the job offer.”

What should you pay attention to?

- Avoid saying things like: “I’m sending my CV everywhere I can” or “All in all, it doesn't matter what I end up doing”.
- Don't admit that you haven't read the job posting carefully.
- Don’t focus only on the convenience aspect, like for example that the job is close to your home. It is also worth mentioning the scope of responsibilities as such.

6. What are your strengths?

Purpose of the question

The recruiter wants to learn about your strengths, competences and work style, and to see how well they align with the requirements of the position.

How to answer?

Choose 2–3 strengths. These could be personal traits, skills or work style.

Briefly explain how you use them in practice. If possible, provide a specific example.

Tip

Compare the requirements listed in the job offer with your actual strengths.

Think about:

- Which of the required skills do you truly possess?
- What can you do easily?
- In what situations can others rely on you?

Select 2–3 most relevant examples and support them with a brief scenario from work, school, volunteer work, a course or daily life.

Example:

“You are looking for a meticulous and detail-oriented person. This is one of my strengths - before submitting any work, I always double-check to make sure everything is correct. I did the same during the course, where I completed assignments on my own and checked my own work for errors.”

Strengths can be demonstrated not only through examples from work. These can also include experiences from school, university, volunteer work, courses, projects or daily responsibilities.

What should you pay attention to?

- Don’t say things like: “I don't have any strengths”, or “It's hard to say, let others express their opinion”.
- If you find it difficult to answer, recall situations where you handled a task well or where someone else appreciated your work.
- Don't just list adjectives, for example “I’m kind, quick and smart”. Provide a specific example.
- Don't list ten different character traits. You’d better provide 2–3 and support them with good examples.
- Don't choose a character trait that clearly contradicts the job requirements.
- Don't claim you have certain character traits just to make a good impression. Choose the ones that you truly possess and can back up with a good example.

7. What do you consider to be your weakness?

Purpose of the question

The recruiter wants to assess your self-awareness, ability to realistically evaluate your traits and whether you are capable of working on areas that need improvement.

How to answer?

Point to the actual area for improvement. This could be a personality trait, a habit, way of organizing your work or a specific skill. Then, briefly present what you are doing to cope with it or improve the situation.

Examples:

“When I receive a lot of new information all at the same time, I don’t always remember everything. That is why I take notes and write down the most important tasks.”

“When in a new group, I tend to be a bit shy at first. Preparing for meetings and gradually engaging in the conversation helps me.”

“I don’t have experience with Excel yet, but I have started an on-line course and I want to develop this skill.”

Tip

Choose a real area that can be improved, which doesn't prevent you from performing basic duties on a given job position.
You don’t need to look for an “ideal flaw”. It's more important to show that you are aware of your limitations and know how to manage them.

What should you pay attention to?

- Don’t say things like: “I don't have any flaws”. This may suggest lack of self-awareness.
- Don't mention a weakness that contradicts the key requirements of the position, saying for example “I don't like talking to people” when applying for a job that is primarily about customer service.
- Don't present “flaws” that are actually thinly veiled boasts, saying for example “I'm a perfectionist because I always do everything best”.
- Don't invent a weakness just to make a good impression.
- Don't present your disability or a medical condition as your “flaw”.” This is a separate matter from questions about your habits, work style or professional competence.
- Not every weakness needs to be disclosed. You are not obliged to talk about traumas, family issues, mental health, medical diagnoses or other highly personal matters, simply because a recruiter has asked about your “weakness”.

8. How do you cope with difficult or stressful situations?

Purpose of the question:

The recruiter wants to see how you react to challenges and whether you can stay calm and seek solutions when problems arise.

How to answer?

Describe a simple, practical way of coping with stress. For example, you could mention:

- focusing on one task at a time,
- getting priorities right,
- taking a few deep breaths,
- asking your supervisor for help.

Tip

The recruiter is not looking for a superhero, but rather for a responsible person. A good approach is to outline a simple process:

calm your emotions first → then create a step-by-step action plan → contact your supervisor, if necessary.

You will demonstrate that you don't panic, but rather seek a solution.

What should you pay attention to?

- Avoid saying things like: "I never get stressed". Everyone gets stressed.
- Don't describe extreme or paralysing reactions, like for example: "I shut myself off", "I take a sick leave", or "I just give up and quit everything".
- Don't speak about health symptoms or any sedatives you may be taking. Focus on your behaviour and how you act, rather than on medical issues.

9. What are your financial expectations?

Purpose of the question:

The recruiter wants to determine whether your expectations align with the employer's budget and whether you are knowledgeable about salary levels for similar positions.

How to answer?

Before the interview, check salary levels for similar positions. Consider:

- your experience,
- competences,
- industry,
- location,
- scope of responsibilities.

It is best to provide a gross monthly figure or a reasonable range. If the employer has not specified a salary range, you can first ask about the budget allocated for the position.

Possible answer:

“Given my experience and the scope of responsibilities for this role, my expectations would be PLN 6,000–6,500 PLN gross per month. However, I am open to further negotiations, depending on the exact scope of duties, the bonus system and opportunities for professional development.”

If you don't know the budget, you can alternatively say:

“I would like to learn more about the scope of responsibilities first. Can I ask about the salary range allocated for this position?”

What should you pay attention to?

- Don’t say things like: “It doesn't matter”, “Whatever you're willing to pay” or “I have no idea”. This may suggest that you’re not prepared for the interview.
- Don’t give a random figure. Base your answer on market realities and your own competences.
- Always specify whether the amount is gross or net. In recruitment, it is safer to refer to gross figures.
- If you specify a range, make sure it's not too extensive.
- Check whether the remuneration includes bonuses, commissions or other variable components.

- Do not take the minimum wage for the “market rate”. It is the statutory minimum.

10. Are there any questions you would like to ask?

Purpose of the question:

The recruiter wants to measure your interest in the position and the company. This is also an opportunity for you to get the information needed to determine whether the job offer is the right fit for you.

How to answer?

If possible, ask 1–2 well thought-out questions regarding:

- the position,
- onboarding,
- work organisation,
- next stages of the recruitment process.

They don't have to be complicated. It’s good to have them prepared in advance and write them down.

Examples of questions:

“What does the onboarding process look like for this position?”

“What does the first week of work look like?”

“What are the key tasks at the beginning?”

“What does a typical day in this position look like?”

“What are the next stages of the recruitment process, and when can I expect to hear back from you?”

Tip

Remember that a job interview works both ways. You as well can assess whether the scope of responsibilities, work style or terms of employment meet your expectations.

What should you pay attention to?

- You don't need to ask any questions, if you received all the necessary information during the interview.
- Avoid saying, “No, I don't have any questions”, if in fact you have concerns or doubts about the job. This could be interpreted as a demonstration of your low interest in the position.
- Don't focus the entire conversation on perks, annual leave, breaks or what time you finish work. However, these are valid topics to raise if they are important to you.
- Don't be afraid to ask about matters that influence your decision to accept a job offer.
- If you happen to forget your questions due to stress, don't worry. Taking out a notebook with points written down beforehand is a sign of preparation and professionalism, not weakness.

In conclusion

Remember, that not every piece of advice will apply to your specific situation. Take into account your own experience, skills, professional circumstances and the type of position.

Attachment 12 Exercise “How to talk to the employer?”

Exercise “How to talk to the employer?”

Who this exercise is for and when to use it

This exercise is designed for NEET individuals and people with disabilities who are currently employed or preparing to take up employment and want to better communicate their needs to their employer.

It is useful before an important meeting with the employer, for example when discussing a change in tasks, training, support, remuneration or challenges at work. It's particularly helpful when the person feels anxious about such a meeting or doesn't know how to articulate their needs.

Purpose of the exercise

This exercise will help the person prepare for a meeting with their employer.

The person will learn how to:

- articulate their needs in the workplace,
- discuss their professional development,
- request changes or support,
- prepare for an important meeting.

Instructions

Step 1 Choose a topic

The person selects **one topic** they wish to discuss with their employer.

This could be:

- I need help or a change in my work,
- I want to learn something new,
- I want to discuss my responsibilities,
- I want to discuss my salary or a promotion,
- I have difficulty cooperating with others.

Step 2 Prepare for the meeting

Before the meeting, the job crafter asks the person to answer four questions:

1. What do I want to talk about?

2. What is happening now?

3. What do I need?

4. What is the solution that I propose?

Step 3 Simple conversation plan

The job crafter suggests dividing the conversation with the employer into four stages:

1. Say what you want to discuss

For example:

I would like to discuss my work and my further development.

2. Explain what is happening

Present the facts.

For the past few months I have also been assigned new tasks.

3. Say what you need

I want to learn how to perform these tasks better.

4. Propose a solution

Could we talk about training?

Step 4 Practice the conversation

The job crafter takes on the role of the employer.

The person practices a short conversation on a chosen topic.

After the conversation, they answer the following questions together:

- What went well?
- What was difficult?
- What would you like to say differently next time?

Auxiliary material for the person:

How to prepare for the meeting?

Remember

You have the right to talk about your work and your needs.

This doesn't mean that your employer must immediately agree to each request. However, the conversation is an opportunity to clarify the situation and find a solution together.

Before the meeting:

- recall what you have already accomplished,
- prepare one or two examples,
- think about what you need,
- think of a possible solution.

If you feel stressed, you can take a few calm, deep breaths before the meeting.

Examples of statements

You could say:

- I would like to talk about my work.
- I want to say what I need to better perform my tasks.

- I want to learn something new. Could we talk about training?
- I would like to discuss changing my responsibilities.
- I have difficulty... Could we find a solution together?
- I would like to talk about my salary.
- I would like to discuss opportunities for professional development or promotion.

Step 5 Summary

Lastly, the job crafter

- helps prepare the most important information,
- helps simplify and organise the communication,
- determines the next steps together with the person.

Attachment 13 Form for the employer - Identify barriers and potential adjustments

Form for the employer - Identify barriers and potential adjustments

Who this tool is for and when it's useful

This form is designed for an employer planning to hire a person with a disability.

It should be used before the employee begins work, in order to identify potential obstacles to performing tasks and to determine simple adjustments that might facilitate the work. Adjustments should be established in consultation with the prospective employee.

Purpose of the form

The purpose of this form is to help the employer identify potential workplace barriers and plan simple adjustments that will make it easier for a person with a disability to start and perform their job.

How to use it?

The job crafter may send the form to the employer to complete it independently, or they may complete it together.

Important: the employer should always discuss the needs with the employee before deciding upon any adjustments or improvements.

Form:

1. Place and type of work

Job position:

Key responsibilities:

Where is the work performed?

☐ Office
☐ Warehouse or production area
☐ Work outside the office
☐ Remote work
☐ Other:

2. What might make work difficult?

Select the areas that should be verified.

Area	Examples	Is there a problem?
Access to the workplace	stairs, narrow passages	☐ Yes ☐ No
Workstation	uncomfortable equipment or furniture	☐ Yes ☐ No
Information and instructions	information is difficult to understand	☐ Yes ☐ No
Work organisation	unclear tasks, work done too fast	☐ Yes ☐ No
Communication	information is provided in only one format	☐ Yes ☐ No
Noise and other stimuli	noise, strong light, strong odours	☐ Yes ☐ No
Atmosphere and support	lack of assistance or team support	☐ Yes ☐ No
Starting a job	nobody to help at the beginning	☐ Yes ☐ No
Other	.....	☐ Yes ☐ No

What could be changed?

.....

3. Possible adjustments

Examples provided below might be helpful. The choice depends on the specific person and job.

Workplace

- adjusting entrances or passages,
- relocating the workstation,
- more comfortable desk, chair or equipment.

Work organisation

- clear daily schedule,
- additional short breaks,
- flexible hours or remote work,

- gradual introduction of new tasks.

Communication

- short and clear instructions,
- giving instructions also in writing,
- step-by-step guidance,
- possibility to ask questions and clarify tasks.

Noise and other stimuli

- quieter workspace,
- less noise,
- option to use hearing protection,
- changing strong light.

Support

- support person at the initial period of employment,
- regular, brief check-ins,
- clear feedback on what is going well and what could be improved.

Technology

- software or equipment that facilitate performing work,
- information provided in an accessible format, such as text, audio or visual content.

Important:

First talk to the employee. Then choose a solution together.

Effective adjustments help an employee perform their work well.
They can also make work easier for the entire team.

Attachment 14 Set of auxiliary questions for job crafters to use when speaking to the employer

Set of auxiliary questions for job crafters to use when speaking to the employer

Who are these questions for and when to use them?

These questions are designed for a job crafter to use when speaking to the employer who is considering hiring a person with a disability. They are useful during the initial conversation with the employer or before starting a job in order to better understand the position and the possibilities for job customisation.

Purpose of the questions

The questions are aimed to help the job crafter determine whether the workplace meets the person's needs and what can be changed or adjusted to make it easier for the person to begin and perform the work.

Important: You don't need to ask every question. The job crafter chooses only those questions that are relevant to the person's specific situation and needs.

1. Work

1. What is the job position?
2. What are the main tasks?
3. Where is the work provided: in an office, warehouse, outdoors or remotely?
4. Does the job require travelling or moving around?
5. Can any part of the work be performed remotely?

2. Workplace

6. Is the workplace easily accessible?
7. Can the workstation be adapted to the employee's needs?
8. Is it possible to change the desk, chair or other equipment?

3. Work organisation

9. Are the tasks clearly defined?

10. Are additional breaks or flexible working hours possible?
11. Can the pace of work be adapted?

4. Information and communication

12. How is information communicated: verbally, in writing or in another way?
13. Can instructions be provided in writing or step-by-step?
14. Can the employee ask to repeat the instruction or clarify the task?

5. Workplace conditions

15. Is there a high level of noise, strong light or strong odors in the workplace?
16. Is it possible to find a quieter space to work?
17. Are there different ways of signalling an alarm, such as through lights or sound?

6. Support

18. Does the new employee receive assistance when starting the job?
19. Is there someone who can provide assistance during the first few weeks?
20. Can the employee have regular meetings with their supervisor about what is going well and what needs to be changed?

7. Readiness to make adjustments

21. Does the company have experience in making workplace adjustments?
22. Is it possible for the company to consider:

- changing the place of work or equipment,
- providing additional breaks or flexible working hours,
- using alternative methods for communicating information,
- implementing tools or software to support work,
- quieter workspace,
- providing extra support in the initial period of employment?

23. Can we discuss the employee's specific needs personally with the employee?

Attachment 15 Exercise "What do your tasks tell you?"

Exercise "What do your tasks tell you?"

Who this exercise is for and when to use it

This exercise is primarily designed for individuals who are currently employed or have some initial professional experience and wish to gain a better understanding of their strengths, interests and tasks they enjoy performing.

It is useful when a person wants to grow within their current role, expand their scope of responsibilities, learn new things or is considering their further professional development.

Purpose of the exercise

The exercise helps the person:

- identify which tasks in their current job they enjoy performing
- identify their own strengths and skills
- determine which skills they could further develop
- reflect on new tasks or responsibilities they might take on in their current job
- define potential paths for future professional development.

Aids

- a few small sheets of paper, pen.

Instructions

Step 1 List your tasks

Ask the person to write down the tasks they perform, or have performed, at work on separate sheets of paper.

One task per sheet.

If the person lacks professional work experience, they can list tasks performed:

- at school or during a training course,
- at home,

- while doing volunteer work,
- while pursuing their hobby,
- or in other everyday situations.

Step 2 Categorize the tasks

The job crafter asks the person to divide the sheets into three groups:

Like – I like doing these tasks.

Don't like – I don't like doing these tasks.

Don't know – I don't know if I like doing these tasks.

Step 3 Look at the tasks you like

The job crafter asks the person to lay out the sheets from the ”**Like**” group in front of them.

The job crafter asks the person:

- What do you like about these tasks?
- What are you good at doing?
- What skills do you use?
- What have you learned through these tasks?
- Has anyone noticed that you perform these tasks well?

If the person has difficulty answering, the job crafter can help them find some examples.

Step 4 What does it say about future work?

The job crafter discusses the following with the person:

- Which tasks would you like to perform more frequently at work?
- What kind of work could you look for, if you like these types of tasks?
- What else would you like to learn?

Step 5 Summary

Lastly, the job crafter helps the person identify the tasks they like doing.

Attachment 16 Exercise “Small changes – big effect”

Exercise “Small changes – big effect”

Who this exercise is for and when to use it

This exercise is designed for NEET individuals and people with disabilities who are already employed or starting a job and are facing difficulties performing tasks or organising their work.

It is useful when a person wants to improve their situation at work but needs a simple way to find and test a small change.

Purpose of the exercise

The exercise helps identify small changes that can make work easier and make the person feel better.

Instructions

Step 1 Think

The job crafter asks the person:

- What do you like about your job?
- What do you find difficult or draining?
- When do you feel best at work?
- What helps you work well?

Step 2 Look for a small change

Together with the person, the job crafter analyses any potential changes in one of the following areas:

Area	Examples
Tasks	**changing the order of tasks, breaking large tasks into smaller ones**
Relationships	**talking to someone who provides support, asking for feedback**
Work organisation	**taking a short break, preparing better for the day**
Workplace	**rearranging the workspace, reducing noise**

Step 3 Choose one change

The job crafter asks the person to write down:

- What do I want to change?
- When will I do it?
- How will I know that it's working?

Step 4 Summary

The job crafter asks the person:

- Is this change easy to implement?
- What might get in the way?
- What can I do to make it happen?

Important: a small change does not have to solve the entire problem. It is an experiment to see what works.

At the next meeting, the job crafter asks the person what has changed and whether it's worth trying something else.

Attachment 17 Set of auxiliary questions for job crafters to use with persons regarding job crafting

Set of auxiliary questions for job crafters to use with persons regarding job crafting

Who these questions are for and when to use them

These questions are designed for a job crafter to use while talking to a person who is currently employed. They are useful when a person wants to improve their situation at work, make better use of their skills or is considering what could be changed.

Purpose of the questions

The purpose of these questions is to help the person identify small changes that can make their job a better fit for their skills, needs and interests.

Important: You don't need to ask every question. The job crafter chooses only those questions that are relevant to the person's specific situation.

Questions:

1. Tasks

- What tasks do you perform at work?
- Which tasks do you like?
- Which tasks do you find difficult?
- What are you good at?
- What skills or strengths could you utilize more often?
- Is there anything you can do but aren't currently using in your job?
- Could any task be performed differently or more simply?
- Is there a new task you would like to take on?

2. Workplace relationships

- Who do you work well with?
- With whom is it difficult to work?
- What is your relationship with your supervisor?
- Is there someone you can learn from?
- Is there someone who could help you get started or provide support in your work?
- Do you receive feedback on what you are doing well and what can be improved?

- Do you feel like part of a team?
- What could improve your workplace relationships?

3. Purpose of work

- What is the most important goal in your work?
- What do you like about your job?
- What motivates you to work?
- When do you feel that your work is meaningful?
- Who does your work help?
- What does this job give you, apart from money?
- Is your work aligned with what is important to you?
- What would you like to change to make your job a better fit for you?

Attachment 18 Individual summary feedback on the person support process

Individual summary feedback on the person support process

Who this tool is for and when to use it

This tool is used to summarize the job crafting process with a person and is used at the end of the collaboration.

Purpose

The purpose of this tool is to gather information crucial for the completion of the job crafting process by the participant. The tool outlines the course of the individual support process, including the types of coded tasks (Attachment 5), specific tools tested and taken from the job crafting model and the path towards seeking employment.

SUMMARY OF THE PERSON SUPPORT PROCESS

Job crafter's full name:

Person's full name:

Period of providing support **(from - to)** *(date of first and last consultation)*	**Description of provided support/types of services** *(A descriptive summary of the individual support process, including the types of coded tasks and specific tools tested and taken from the job crafting model.* *Additionally, a list of the job offers/positions should be provided for which the Person applied, along with a brief update on the outcomes of the recruitment processes)*

....

Person's signature ***Signature of job crafter providing support***

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Attachment 19 Job search history

Job search history

Questionnaire on previous job search experiences

Purpose: To learn about your previous attempts to find employment, their outcomes, the barriers you encountered and the support you need. You can complete this questionnaire on your own or together with a job crafter. You may select more than one answer unless otherwise indicated. You may skip any question or answer "I don't remember".

Participant's full name / identifier:
.....

Job crafter: ..... Date: .....

A. Previous job search experience

1. When did you last look for a job?

☐ In the last 4 weeks

☐ In the last 3 months

☐ Between 3 and 12 months ago

☐ More than a year ago

☐ Never / not applicable

☐ I don't remember

2. How long did your most recent job search last?

☐ Less than a month

☐ 1–3 months

☐ More than 3 months

☐ I am still looking

☐ Not applicable / I don't remember

3. What kind of work or job positions were you looking for?

.....

.....

B. Job search methods and outcomes

4. How did you look for a job?

☐ Online job portals

☐ Public employment office / employment agency

☐ Contacting employers directly

☐ Friends / family / personal network

☐ Social media

☐ Job fairs / job exchange markets

☐ Support from an organisation or specialist

☐ Other: .....

☐ I have not looked for a job before

5. What steps did you take?

☐ Preparing or updating my CV

☐ Sending job applications

☐ Speaking to an employer by phone

☐ Attending a job interview

☐ Taking part in a trial workday / practical recruitment assessment

☐ Other: .....

☐ None / not applicable

6. What were the outcomes of your previous attempts?

☐ I received a job offer

☐ I started a job

☐ I was invited to an interview

☐ My application was rejected

☐ I received no response

☐ I withdrew from the recruitment process

☐ Not applicable / I don't remember

7. What worked well in your previous job search?

.....

.....

C. Barriers and experiences

8. What made it difficult for you to look for a job?

☐ Lack of information about vacancies or ways to find work

☐ Difficulty preparing a CV or job application

☐ Lack of experience or required qualifications

☐ Difficulties during job interviews

☐ Inaccessible job advertisements, tools or recruitment processes

☐ Difficulties commuting / transport problems

☐ Unsuitable working hours or working conditions

☐ Worries, stress or discouragement

☐ Lack of responses from employers

☐ Other: .....

☐ I did not encounter any difficulties

☐ Not applicable

9. Did you need any adjustments or support during recruitment?

☐ Yes

☐ No

☐ I don't know / not applicable

If you wish, describe what adjustments or support would have been helpful (you do not need to disclose a diagnosis or medical information):

.....

.....

D. Conclusions and support plan

10. What would you like to try doing differently during your next job search?

.....

.....

11. What support do you need now?

☐ Finding and assessing job offers

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☐ Preparing a CV and application documents

☐ Practising for a job interview

☐ Contacting employers

☐ Identifying my skills and strengths

☐ Identifying accessible and suitable job positions

☐ Planning next steps and staying motivated

☐ Other: .....

☐ I don't know yet

12. What first step would you like to take together with your job crafter?

.....

.....

Job crafter's notes

Key experiences and strengths/resources:

.....

Main barriers and support needs:

.....

Agreed action / deadline:

.....

Link to the action sheet (Attachment 4) and coded tasks (Attachment 5): 1a / 1b / 1d / other:

.....

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The job crafting process model designed for young people with disabilities who are not in education, employment or training (NEET) incorporates findings from the testing phase of the initial version of the model, as well as findings from the project's ex-post evaluation.

These documents are available on the website of the *NEETcraftInitiative: Innovations for Empowering Youth with Disabilities* project: https://nevi-evy.eu/web/deliverables-results/



NEETcraft Initiative: Innovations for Empowering Youth with Disabilities

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or European Social Fund Agency. Neither the European Union nor the Granting Authority can be held responsible for them.

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