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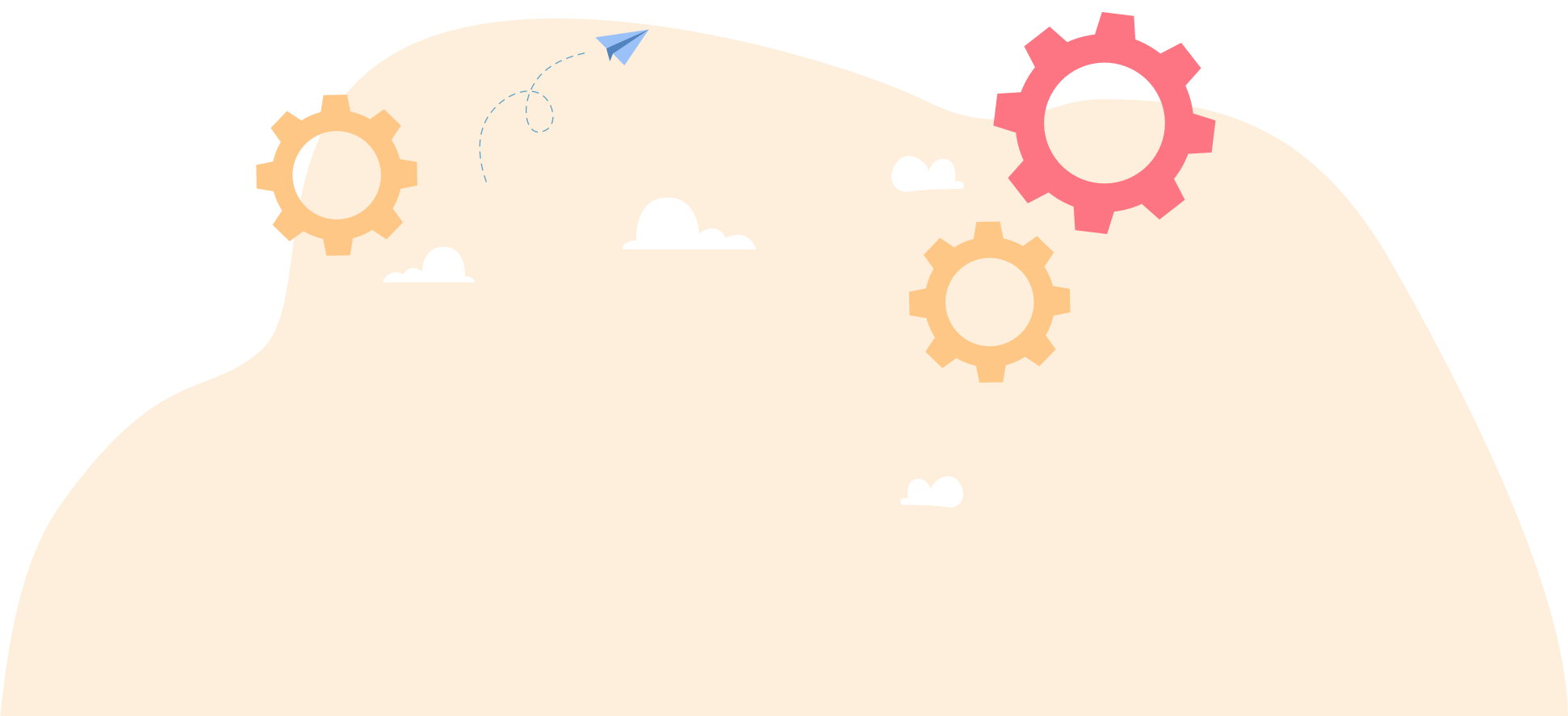
JOB CARVING and JOB CRAFTING: SUPPORTIVE TOOLS IN THE SOCIAL MENTORING

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Introduction: Why this guidebook?

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and, to protection against unemployment

(Article 23.1 of the Universal Declaration of Human Rights)

The concepts of workplace diversification and inclusion have been on the rise for the last decade. And one of the main reasons for such a shift into understanding companies and internal culture has to do with the fact that diversity allows a business to access new, mostly overlooked workforce, adapt to changing circumstances more adequately, expand into new markets and cultivate new avenues of doing business and responding to adversity. Diversity in this sense is more than just a buzzword or 'a mosaic' concept. It is rather inclusion of a wide range of individuals who come from different backgrounds and provide additional insights into the human experience. This allows a series of tangible and strategic benefits for the business and the organisational culture. In the 'ideal' inclusive organisation, the diverse skills and perspectives of employees jointly create organisational strategies and work processes, core values and norms. In addition, equal opportunities are practiced for all employees, so all employees, regardless of their individual characteristics, feel integrated and represented at different hierarchical levels. The key difference between workplace diversity and inclusion relates to the fact that workplace diversification can be mandated and legally regulated, for example, percentage of people with disability employed in business companies that are +50 employees, while inclusion occurs through individual, voluntary or intentional actions that focus on balancing needs, potentials and prospects within the people and organisations.

A diverse workforce can be cultivated in many ways and can take many forms. Inclusion means providing opportunities through organisational and management practices that offer realistic prospects for equal access to opportunities for employees belonging to certain social groups who face discrimination or difficulties in accessing the labour market. Workplace diversity is a practice that is real and exists in different business organisations, primarily as a result of the migration patterns of workers, lack of workforce and the globalisation. On the other hand, inclusion is based on what we do with that diversity, valuing people for their differences. More importantly, inclusion creates work contexts in which people are respected and valued based on their individual characteristics, all together creating a complex work context that integrates numerous differences and similarities. In essence, inclusion is a way of working with workforce diversity: it is a process and practice through which groups and organisations learn how to benefit from existing diversity.

The practice of inclusion is dynamic and ongoing: because inclusion is created and re-created, on a continuum, through large and small changes. Organisations, groups and individuals cannot work to become inclusive just once and then assume they are done; it's an endless approach to work and life.

The reforms implemented by public policies to facilitate the transition from social protection to an open labour market are an opportunity for development of more inclusive jobs in terms of socio-economic status and opening to individuals from vulnerable background. Yet, traditionally, employers have had very limited involvement in the development of social welfare reforms and public policies that should motivate them to engage in the transition from social protection to an open labour market for people coming from vulnerable background. The employment pathway of such individuals is burdened by various obstacles, some streaming from the individual, but others also reflective of the business setting, community culture and societal values. Essentially, inclusive workplaces can support former welfare beneficiaries or any individual with a vulnerable background to overcome barriers to employment, to retain a job as well as to improve their professional skills and increase their employability. This guidebook provides one potential approach to sustainable employment pathways for vulnerable individuals.

Creating supportive environment for diversity and inclusion takes time, engagement and skills. In today's world of workforce shortage, employers are challenged to look in a niche of workforce who may not be the perfect 'ready-made' candidate but who with the right support and guidance can be added value to the organisations and the businesses, in a sense of profit, productivity, better ideas and strengthened relationships and cultivated inclusion. For those businesses interested in understanding how internal structures and organisational processes can be accommodated and customised to fully utilise the capacities of the workers from a vulnerable background in a business-like job place, this guidebook can open a pathway to change their way of thinking utilising 'job carving' and 'job crafting'.

The most significant investments that people, businesses, and governments can make in the changing nature of work are in enhancing human capital. Human capital is important because there is now a higher premium on adaptability.

The Human Capital Index (HCI) in 2020 in North Macedonia was 0.56. The index is measured in terms of the productivity of the next generation of workers relative to the benchmark of complete education and full health. The index means that a child born in North Macedonia today will be 56 percent as productive when s/he grows up as s/he could be if s/he enjoyed complete education and full health. The 2020 score informs that in the country's economy the average worker achieves only a half of its full health and full education potential. This is lower than the average for Europe & Central Asia region and Upper middle income countries. Between 2010 and 2020, the HCI value for North Macedonia increased from 0.54 to 0.56.¹ This poses a challenge to the future productivity of workers and the future competitiveness of the economy.

The need for this guidebook and its aims in the context of work customisation, inclusive job design and diversity

The employment gap between people with vulnerable background, such as disability and people without disabilities is well-documented. In general, research findings point to two main factors that contribute to the persistence of these employment disparities:

- Social Security policy that 'traps' large numbers of persons with vulnerable background into income-support programmes that do not foster and support full-time work or higher income-generating jobs mainly due to lack of proper assessment of potential, capacities and limitations;
- A persistent belief among employers that persons with vulnerable background, in particular people with disability cannot do the job because of the 'nature of the work' reinforcing a cycle of 'low expectation' for people with vulnerable background.

A recurring debate in North Macedonia is the paradox of lack of workers to fill in open job vacancies and the high unemployment rates, especially among people with vulnerable background. The country has had a long and persistent battle with unemployment, ranging from 22.4% in 2017 to 14.4% in 2022.² Long-term unemployment is a considerable problem for the country and a key employment challenge of creating jobs. Almost half of the unemployed people are still unemployed after four and more years (47.1% in 2019 and 50.5% in 2021) and persistent unemployment is increasing. On one side, in September 2022, the Vice Prime Minister of North Macedonia speaking at the OECD conference 'Human Capital Flight-Shaping the Future Together' noted that 93% of unemployed persons in the country are functionally illiterate meaning they lack the skills required in the labour market. On the other side, import of foreign workforce is seen as a solution that could mitigate workforce shortage and alleviate economic progress. It is apparent that a link to enable employment pathways for the current human capital in the country is missing.

Workforce shortage: a cross-country transferable challenge

The European Commission set the year 2023 as The European Year of Skills. The inspiration for such a move is: *'to give a fresh impetus to lifelong learning, empowering people and companies to contribute to the green and digital transitions, supporting innovation and competitiveness'. The European Year of Skills 2023 aims to 'help companies, in particular small and medium enterprises, to address skills shortages in the EU. It will promote a mindset of reskilling and upskilling, helping people to get the right skills for quality jobs'.*

The world of work is changing profoundly. Data from the International Labour Organisation (ILO) shows that on a global level, wage and salaried employment (standard contracts) accounts for only about half of global employment and fewer than 45% of them are full-time workers. The standard employment model is less and less representative of today's world of work since less than one in four workers is employed in conditions corresponding to that model.

The COVID-19 pandemic, dramatically quickened the pace of employers relying on machines and algorithms to perform tasks, with many businesses automating more jobs to combat labour shortages and increase profits.

Increasing automation and the expansion of telework opportunities affect populations underrepresented in the labour force, not limited to PwD in different ways. In response, public policies are getting creative and focusing on an inclusive economic recovery to maximize workforce participation. This Guidebook is a contribution to that action.

¹World Bank (2020) North Macedonia Human Capital Index 2020 [online document] Available at: https://databankfiles.worldbank.org/public/ddpext_download/hci/HCI_2pager_MKD.pdf [20.09.2023]

²State Statistical Office (2023) Activity rates of the population aged 15 years and over by gender and age, annual, by years. [online database]. Available at: https://makstat.stat.gov.mk/PXWeb/pxweb/mk/MakStat/MakStat__PazarNaTrud__StapkiDrugilIndikator/006_PazTrud_Mk_aktivnost_ml.px/table/tableViewLayout2/?rxid=46ee0f64-2992-4b45-a2d9-cb4e5f7ec5ef [20.03.2023]

People with disabilities (PwD) in the country still face barriers in full realisation of their potential. They are socially excluded and marginalised. In 2022, according to the data from the Agency for employment there are 1339 registered unemployed people with disabilities (PwD) of whom 453 are women.³ The majority of the registered PwD have no education or have finished only primary school (839 persons out of which 286 are women).⁴ Yet, majority of people with disability are not registered within the state institutions, in particular women, remain hidden in the private sphere due to social stigmatisation and lack of awareness among families for the need of integration and in particular of labour integration as a step into full social participation. The social benefit packages that PwD receive are more symbolic than useful in making a decent living. Their integration at the regular labour market is hampered by a lack of professional capacities, social stereotypes, lack of diversity policies of business companies but more so, by a lack of holistic labour market integration. Structural factors include labour market structure and legislation. There are also many individual factors that impact opportunities for PwD. Many PwD are unable to make an effective contribution to their local community and economy – yet we believe that with the right support, they could be working and actively taking part. PwD currently out of work represent a significant pool of potential skills and abilities – if only that potential could be tapped, catalysed to the open labour market, guided by supportive job design and expectations raised. Employment and work engagement of PwD can be conveyed on the open labour market with the proper use of job carving and job crafting. Full social integration and independence of PwD can be reached by their working engagement and income based on work.

The aim of this Guidebook is to provide a roadmap how organisations and businesses can humanise the working process, adapt, adjust and accommodate needs of workers in a business-like setting and change the organisational climate towards diversity and inclusion. While this change can be instigated by managers and employers, leading the process of change requires resources within and outside the employers who have specific knowledge in carving and crafting job designs. Social mentors who guide people with vulnerable background towards the labour market can be capacitated to act as 'inclusion mentors' in organisations and businesses by:

- providing an assessment to organisations and businesses on potential job positions and tasks to match the skills and potentials of the new employees;
- re-organising workflows to meet productivity and needs in customised jobs;
- negotiating internal organisational change and helping employers to think new ways to invest in people and the workforce.

Solutions are available. 'Job carving' and 'job crafting' offer promising results in work customisation, inclusive job design and diversity.

³State Agency for Employment (2023) Review of unemployed persons with disability, according to age structure, as of December 31, 2022 [online database].

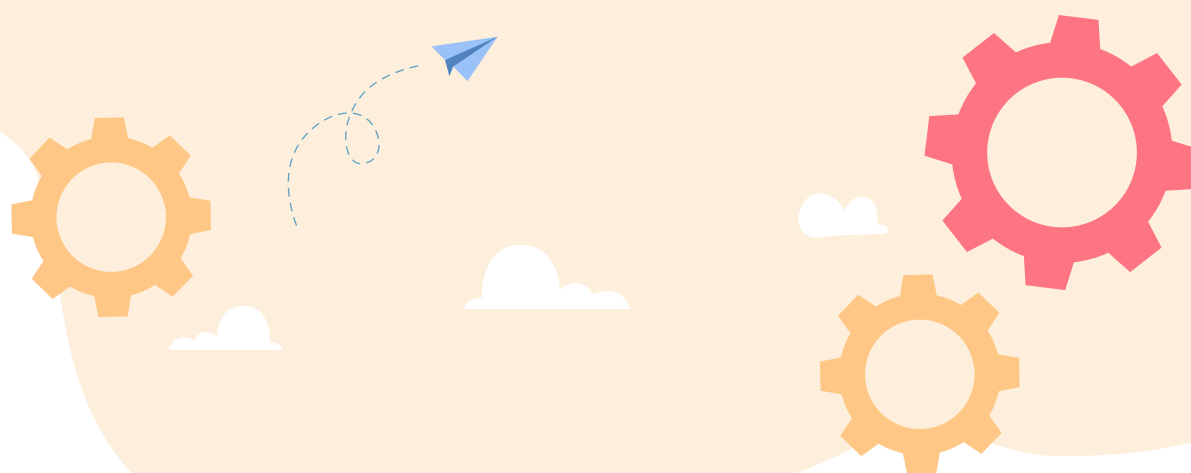
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https://av.gov.mk/content/Statisticki%20podatoci/%D0%94%D0%B5%D0%BA%D0%B5%D0%BC%D0%B2%D1%80%D0%B8%202022/PI_nev_invalidi_vozrast122022.xls.pdf [20.03.2023]

⁴State Agency for Employment (2023) Review of unemployed persons with disability, according to level of education, as of December 31, 2022 [online database].

Available at:

https://av.gov.mk/content/Statisticki%20podatoci/%D0%94%D0%B5%D0%BA%D0%B5%D0%BC%D0%B2%D1%80%D0%B8%202022/PI_nev_invalidi_obrazovanie122022.xls.pdf [20.03.2023]



CHAPTER 1

**'Job carving' and 'job crafting' as concepts,
their relevance, challenges and opportunities**

1.1 'Job carving' and 'job crafting' as labour market integration strategies

Europe-wide, job carving and job crafting are seen as interventions that bring people closer to their ideal conditions for employment. They allow people who are distant from the labour market for various reasons to have efficient employment pathways by accommodating job designs to their needs, potentials and limitations as well as by retaining workers in a more productive and meaningful job place, thus, mediating between the needs of the workers and the employers. As noted by Scoppetta, Davern and Geyer (2019) *'strategies of this kind can contribute to the humanisation of work and may gain importance due to digitalisation and automatisisation processes that drive the changes in the world of work'*.⁵

Pivoting so, may not only be the role of the employers and their sensitivity and knowledge in guiding customised interventions. Bridging the opportunities and challenges faced when implementing job carving and job crafting needs to be done in a multi-stakeholders' dialogue where employers are advised by job consultants in identifying possible areas for carving or encouraged to instigate crafting among workers. Thus, job consultants may have a pivotal role in creating a space where efforts to initiate or create change (proactivity) within the business can take place and be shaped by responses to perceived challenges to making such change (adaptivity). As an outcome, the corporate culture is strengthened to accommodate diversity and participative decision-making and the employer and the workers are offered and utilised as supportive force in augmenting workplace relations that enable proper placement and after-care as well as valuable contributors to better organisational culture and productivity. Job carving and job crafting decenter the focus of job designs from solely proprietary issue for managers to a more proactive role of workers and job consultants who along with the employers can alter the *'task, relational, and cognitive boundaries of the jobs'*.⁶ Hence, the aim of the 'job carving' and 'job crafting' is to *'to match the needs of employers with peoples' individual talents, needs and interests' thus, allowing for proactive changes along the job boundaries and aligned to the strategic and performance goals of the employers. Activities of this kind can benefit the individuals, the companies, and society in general. As such, humanising job design is consistent with efficiency and sustainability'*.⁷

Research, moreover, confirms that people with significant barriers to employment have often been excluded from labour market integration. Condon et al. (2004) found members of this group as often *'unable to successfully complete the complex variety of responsibilities associated with existing jobs'*.⁸ Studies, especially Callahan (2002), have noted that services and programmes relying on traditional methods do not result in sustainable employment outcomes for people with complex support needs.⁹

In an environment of continuing skill shortages and bottleneck occupations, employers have an incentive to consider more flexible and creative hiring processes including job carving and job crafting. They (are forced to) accept a diversified workforce, providing training and individual support which can create opportunities for job seekers and meet companies' needs.

These terms have also been discussed under the headings *"Job design", "Job enrichment", "Job satisfaction"* and *"Work customisation"*. While used in parallel, they refer to fairly distinctive processes that could complement each other but do not necessarily target the same workers and adopt the same steps and tools. This guidebook focuses on job carving and job crafting, thus, along this document these terms will be used.

Job carving refers to the practice of rearranging work tasks within a company to create tailor-made employment opportunities for all people, but especially for people with reduced work capacities or for people who for other reasons are constrained in the tasks they carry out.¹⁰ Not all carving activities thus have to lead to customised employment opportunities for new employees. Usually, carving is done by managers together with specialised consultants (in the case of this guidebook, social mentors who act as inclusion mentors) who help the managers to identify areas in which tasks and processes can be rearranged to create new positions within firms. Job carving may involve adapting roles within firms to employees' skills or the creation of new roles.¹¹ Moreover, job carving may involve *'the rearrangement of work tasks'* that *"can lead to new job opportunities and add value to all involved"*.¹² The carving process can be

⁵Scoppetta, A., Davern, E. and Geyer, L. (2019): *Job carving and Job crafting*. Joint paper of the ETN and LTU project (on behalf of AEIDL/European Commission). Brussels: ESF Transnational Platform.

⁶Wrzesniewski, A. and Dutton, J.E. (2001) "Crafting a Job: Revisioning Employees as Active Crafters of Their Work." *Academy of Management Review*, 25, pp. 179-201.

⁷Scoppetta, A., Davern, E. and Geyer, L. (2019): *Job carving and Job crafting*. Joint paper of the ETN and LTU project (on behalf of AEIDL/European Commission). Brussels: ESF Transnational Platform.

⁸Condon, C., Enein-Donovan, L., Gilmore, M. and Jordan, M. (2004) 'When existing jobs don't fit: a guide to job creation.' The Institute Brief. Issue 17. Institute for Community Inclusion. [online document] Available at: <https://www.communityinclusion.org/pdf/ib17.pdf> [27.05.2023].

⁹Callahan, M. (2002) 'Employment from competitive to customised.' TASH Connections Newsletter, 2(9): 16-19.

¹⁰Griffin, C., Hammis, D. and Geary, T. (2007) *The Job Developer's Handbook, Practical Tactics for Customized Employment*. Baltimore: Brookes Publishing.

¹¹Nietupski, John & Hamre-Nietupski, Susan. (2000) 'A Systematic Process for Carving Supported Employment Positions for People with Severe Disabilities.' *Journal of Developmental and Physical Disabilities*, No. 12, pp. 103-119.

accompanied by complementary training for filling a new position, ongoing support measures to advance people in their further careers and by offers to the enterprises, such as workplace adjustments. Job carving is not new, the concept has been around for many years. It is probably safe to say, however, that it is underutilised as a strategy for creating well-fitting jobs for people from vulnerable background while providing benefit to the workplace. Job carving efforts also require a systematic approach to workforce development, including collaborations with individuals and accommodating specific worker preferences, such as seeking additional rotations across tasks.¹³ Carving jobs may also involve experimentation to assess the best fit between task needs and employee abilities.¹⁴ Effective job carving needs to integrate rigorous task analysis with effective programmed instruction and training.

Job crafting refers to the practice of employees designing their tasks and work processes within the boundaries of the employer's desired performance outcomes. It can be regarded as a specific form of workplace innovation. Job crafting is defined as "*the physical and cognitive changes individuals make in the task or relational boundaries of their work*".¹⁵ In contrast to carving, job crafting describes a bottom-up process: employees are granted the freedom within the job boundaries to decide on how they work, which allows them to change their work identity and its meaning. This can help employees increase their job satisfaction and decrease the risk of burnout.¹⁶ Job crafting can be seen as a specific form of proactive behaviour in which an employee initiates changes in the level of job demands and job resources to make his or her own job more meaningful, engaging and satisfying. In this way, job crafting uses the potential of the jobholders' own knowledge as they know their job best. Job crafting can be used in addition to top-down approaches to improve jobs, to respond to the complexity of contemporary jobs, and to deal with the needs of the current workforce.¹⁷

Job crafting has been defined and operationalized based on the perspectives of Wrzesniewski and Dutton (2001) and the Job Demands–Resources (JD–R) model,¹⁸ respectively. The crafting can refer to:

- *Task Crafting*: Taking on more or fewer tasks, expanding or diminishing their scope, changing the way they are performed, adjusting time and effort devoted to different tasks;
- *Relational Crafting*: Changing how, when, or with whom employees interact in the process of performing their job duties;
- *Cognitive Crafting*: Changing the way employees perceive the tasks and relationships in their jobs; and
- *Time-spatial Crafting*: Actively selecting and/or adapting workplaces, work locations and working hours.

Though job carving and job crafting describe similar processes they are driven by different actors. **Job carving is a top-down process driven by management** to adapt tasks, processes or workplaces based on the talents, needs and interests of current or future employees. By contrast, **job crafting is a bottom-up process driven by employees**. Both concepts, however, show clear economic benefits for the companies. They enhance productivity and increase the health of workers and their job satisfaction.¹⁹ In addition, job carving is closely related to another instrument titled 'reasonable/appropriate adjustment' targeting people with disabilities. The 'reasonable/appropriate adjustment' is a two-tiered approach where, firstly the basic elements of the workplace are defined (which is done on a case-by-case basis) and an assessment follows whether the person is qualified to do that job by getting appropriate adjustment, and only later, the appropriate adjustment are determined. For the latter to take place the employer needs to consult with the potential employee as well as with experts, not limited to medical experts and technical experts (mechanical experts who can advise what changes can be made in the equipment, architects who will refer to the possible changes in the physical environment and buildings) but also professional rehabilitation experts, advocacy organisations and job consultants, such as the social mentors. According to the Law on Prevention and Protection from Discrimination, reasonable adjustment is considered appropriate unless it causes an 'unreasonable expense' to the employer or the organisation and depends on case-by-case factual situation and circumstances. Most common reasonable adjustments closely related to the job carving are:

¹²Scoppetta, A., Davern, E. and Geyer, L. (2019): Job carving and Job crafting. Joint paper of the ETN and LTU project (on behalf of AEIDL/European Commission). Brussels: ESF Transnational Platform.

¹³Fesko, S., Varney, E., Dibiasse, C. and Hippensiel, M. (2008) 'Effective Partnerships, Collaborative Effects that support customized employment', Journal of Vocational Rehabilitation, No. 28, pp. 159-168.

¹⁴SWilliams-Whitt, K., Bultmann, U., Amick, B., Munir, F., Tveito, T.H. and Anema, J. R. (2016) 'Workplace interventions to prevent disability from both the scientific and practice perspectives: A comparison of scientific literature, grey literature and stakeholder observations', Loughborough University. Journal contribution.

¹⁵Wrzesniewski, A. and Dutton, J.E. (2001) "Crafting a Job: Revisioning Employees as Active Crafters of Their Work", Academy of Management Review, 25, pp. 179-201.

¹⁶Tims, M., Bakker, A. B. and Derks, D. (2013) 'The Impact of Job Crafting on Job Demands, Job Resources, and Well-Being', Journal of Occupational Health Psychology, 18 (2), pp. 230-240.

¹⁷Demerouti, E. (2014) 'Design your own job through job crafting', European Psychologist, 19(4), pp. 237-247.

¹⁸Demerouti, E., Nachreiner, F. & Schaufeli, W. (2001) 'The Job Demands–Resources Model of Burnout', The Journal of applied psychology, 86, pp. 499-512.

¹⁹Tims, M., Bakker, A. B. and Derks, D. (2013) 'The Impact of Job Crafting on Job Demands, Job Resources, and Well-Being', Journal of Occupational Health Psychology, 18 (2), pp. 230-240.

- Allowing the employee with disability to have some flexibility in his working hours, for example, part-time or flexibility at business hours
- Transfer of the employee with disability to another office or place closer to his home or on the ground floor, or the opportunity to work from home
- Designating a parking spot for the employee with disability
- Moving of office furniture, enlarging the entrance or security a ramp so that a person in a wheelchair or one who uses an aid can walking, to reach the workplace safely and comfortably
- Redistribution of some insignificant tasks (for example, optional tasks), which the employee with disability has difficulty performing, to another member of the team
- Approval of periods during working hours for the rehabilitation of the person, treatment or assessment (for example, agreed physiotherapy sessions or psychotherapy)
- Provision of additional training, mentoring, supervision/supervision and support
- Acquisition or modification of equipment (for example, software for voice activation – for a visually impaired person or a phone with a sound amplifier – for people with hearing impairment, as well as a tape recorder for those who have difficulties with taking notes)
- Changing job interview tests and questions
- Provision of sign language interpreters for people with hearing impairments, or readers to a visually impaired person, or someone with learning difficulties
- Change in disciplinary and appeal procedures and procedures.

For more on 'reasonable/appropriate adjustment', please consult The Guidebook on reasonable/appropriate adjustment of the workplace, developed by experts for the OSCE Mission in Skopje²⁰ or the Guidebook of the Commission for protection of discrimination.²¹

'Job carving' and 'job crafting' are seen as labour market integration strategies since both are grounded in the recognition of legitimate needs and interests of both the worker and the employer. They are strongly linked to the concept of humanising work by action to re-size the job so that it suits the capacity of the worker and the organisational performance goals. This is of particular concern with regard to the intensification of work, the pace of work, and the fact that many jobs become burdensome and physically demanding or cause workers to work under acute pressure with consequent risks to health and well-being.

1.2 Target groups of 'job carving' and 'job crafting' and when to use what with which target group

'Job carving' and 'job crafting' as job design interventions focus on different target groups. 'Job carving' is focused on supporting labour market integration of people with barriers to entering the labour market and this applies to low-skilled people, many of whom are long-term unemployed (LTU), people with disabilities, social groups that experience stigma and discrimination in recruitment processes as well as people whose life circumstances instigate non-standard work conditions and environment, for example, women who have experienced domestic violence. In general, carving is targeting unemployed people who are in work capacity and motivation to be employed, although it can also target employed persons seeking new employment, new roles and jobs within the current employer. On the other side, 'job crafting' targets employed people seeking adaptation of job tasks to an individual's needs.

²⁰Kocoska, E. and Trpevska, M. (2020) Guidebook for reasonable adjustment (Vodic za soodvetno prisposobuvanje), Skopje: OSCE. Available at: <https://www.osce.org/files/f/documents/d/6/446743.pdf>

²¹Poposka, Z., Shavreski, Z. and Amdiu, N. (2014) Guidebook for reasonable adjustment (Vodic za soodvetno prisposobuvanje), Skopje: Commission for Protection of Discrimination. Available at: https://vlada.mk/sites/default/files/dokumenti/vodic_zs_soodvetno_prisposobuvanje.pdf

Table 1: Key features of the 'job carving' and 'job crafting'²²

Field of activities/features	Job carving	Job crafting
Drivers	Management driven (Top-down)	Employees-driven (Bottom-up)
Target groups	Unemployed	Employed
Focus of the approach	Create new positions/roles/jobs	Adapt job tasks to individual`s needs
Funding	Public funding (trainings, consultancies)	Little/no public funding

1.3 'Job carving' and 'job crafting': what makes them 'promising practices'?

Managers today widely recognise that each worker engages in some degree of adaptation of the work tasks to highlight his/her affinities, strengths, abilities and avoid limitations. Thus, job carving and job crafting do not come as 'strangers' to either workers or managers. Gaining insight into how tasks can be modified to accommodate different abilities and limitations or how workers craft jobs that seem more meaningful to them can be beneficial for the individual employees and the organisations/companies.²³

The 'trick' in job carving and job crafting is to locate the benefits for the individual employees and the organisations/-companies engaged in such interventions. Here is a list of some reported main benefits for the individual and the company when customising more meaningful work:

- **Better workforce** – preparing a workforce to better grasp the opportunities and challenges of the job place, adapting the working process, the working relations and the organisational culture to better align people and the meaning of the job;
- **Enhanced organisational productivity and performance** – the goal of both carving and crafting is to provide better job outline/shape. Proactive carving and crafting are both intervening in the job design and organisational structure in an innovative and creative way, this expecting on organisational level to unleash flexibility and adaptability. In increasingly dynamic and global business environments, both can contribute to a firm-level competitive advantage, among others by accentuating their inclusiveness and diversity. Adding, altering and customising job tasks in alignment with the strengths and limitations of the workers while minding for the job and organisational boundaries, bring better person-job fit experience;²⁴
- **Better performance at work and personal growth**– altering the way workers and employers see and engage with their jobs and performance extends a sense of control over what the tasks, as well as more fulfillment from the working relations and connections.²⁵ Basically, individuals feel to have more resources at their disposal, which is intrinsically motivating—it facilitates personal growth and catalyses the accomplishment of the set personal and professional goals.²⁶ Both interventions accentuate seeking out feedback and getting support in accomplishing job tasks that better fit the abilities and interests of the individual, thus, potentially boosting our individual job performance.²⁷ In a study by Slemp and Vella-Broderick (2013), the degree of job crafting that employees got involved with was linked to how well their psychological and subjective wellbeing needs were satisfied.²⁸

²²Scoppetta, A., Davern, E. and Geyer, L. (2019): Job carving and Job crafting. Joint paper of the ETN and LTU project (on behalf of AEIDL/European Commission). Brussels: ESF Transnational Platform.

²³Hagner, D., Noll, A., and Enein-Donovan, L. (2002) 'Identifying community employment program staff competencies: A critical incident approach', *Journal of Rehabilitation*, 68(1), pp. 45-51.

²⁴Oldham, G. R., & Hackman, J. R. (2010) 'Not what it was and not what it will be: The future of job design research', *Journal of Organizational Behavior*, 31(2-3), 463-479.

²⁵Wrzesniewski, A. and Dutton, J.E. (2001) 'Crafting a Job: Revisioning Employees as Active Crafters of Their Work', *Academy of Management Review*, 25, pp. 179-201; Lyons, P. (2008) 'The crafting of jobs and individual differences', *Journal of Business and Psychology*, 23(1-2), pp. 25-36.

²⁶Halbesleben, J. R. B. (2010) A meta-analysis of work engagement: Relationships with burnout, demands, resources, and consequences. In A. B. Bakker (Ed.) & M. P. Leiter, *Work engagement: A handbook of essential theory and research* (pp. 102-117). Psychology Press.

²⁷Goodman, S. A., & Svyantek, D. J. (1999) 'Person-organization fit and contextual performance: Do shared values matter', *Journal of Vocational Behavior*, 55(2), pp. 254-275.

²⁸Slemp, G. & Vella-Brodrick, D. (2013) 'The job crafting questionnaire: A new scale to measure the extent to which employees engage in job crafting', *International Journal of Wellbeing*, No. 3.

- **Decreased turnover and absenteeism and improved workers' health** – one of the reasons why individuals quit their jobs is the quest to take on new roles and move on to different career paths. Absenteeism is often an early warning sign of an employee about to exit. While employee turnover happens and is a regular flow in a company, it is a fact that both turnover and absenteeism increases the costs for the company. It also has a health concerns impact as usually absenteeism is related to stress, burnout, work disengagement and fatigue. When individuals feel valued and supported as an employee, feel that their needs and career goals are being met, nurture a good relationship with the supervisor and have adequate advancement opportunities, their overall health and life satisfaction increases.²⁹ The goal of job carving and crafting is to enable such work environment for the individual.

Gender perspective

Job carving and job crafting intersect with gender. Women in general experience different employment pathways, more accentuated if women are victims of violence or come from disadvantaged ethnic, rural or social background. They also relate to roles and responsibilities in the private sphere (parental burnout). Opportunities related to the gender perspective include, for instance, detection of gender discrimination during the process of job carving. This must be dealt with, in parallel, facing the challenge that gender identity is recognised as an important part of work.

1.4 Sectors or industries most open to 'job carving' and 'job crafting' for the employment of specific target groups

Job carving and job crafting are not more accustomed to some industries or economic sectors. Rather, they can be used cross-sectoral in the intention to customise work to better fit the person. Yet, there are limitations in regards to the practice of the job carving. While all industries and economic sectors can utilise job carving, the inclusion mentors would need to make qualified judgment if a certain sector fits better for the potentials and limitations of the individual who undergoes assessment for labour market integration. Even within an economic sector, some jobs may be more fitting than others. Thus, it is the qualified judgment of the inclusion mentor in consultation with the individual to determine his/her employment pathway. There are entities such as sheltered companies or social economy activities that are more prone to employment of vulnerable individuals, thus more accustomed to job carving. However, both job carving and job crafting are not exclusively utilised on the protected labour market but more frequently used on the regular job market to address some of its challenges related to workforce preparedness and turnover, absentees, lower job performance and sustainability in light of inclusion and diversity. In contrast to sheltered employment and activities within the social economy, job carving and job crafting are implemented together with and for employers on the *regular* labour market. One issue to have in mind is that some jobs may simply be more 'craftable' or 'carvable' than others, making some individuals more able to enjoy their benefits. Other workers and individuals, if special steps are not taken, may see this as inequity.³⁰

²⁹Tims, M., Bakker, A. B. and Derks, D. (2013) 'The Impact of Job Crafting on Job Demands, Job Resources, and Well-Being', *Journal of Occupational Health Psychology*, 18 (2), pp. 230–240.

³⁰Schoberova, M. (2015) *Job Crafting and Personal Development in the Workplace: Employees and Managers Co-Creating Meaningful and Productive Work in Personal Development Discussions*.



CHAPTER 2

The process and work customisation behind job carving and the assigned tasks to the social mentor acting as an inclusion mentor and the employer

2.1 The process behind 'job carving': When does it start? How long does it take?

Job carving is about meeting the specific and often unique needs of each job seeker. Job carving or job creation is a way to modify or restructure existing jobs or bring together a combination of job tasks that fill the work needs of an employer while capitalising on the skills and strengths of workers with limitations, vulnerable background or disabilities.

The objective of the process of job carving is to carefully analyse the work duties and responsibilities performed in a given job and identify specific tasks that might be assigned to a new employee who is able to perform them. The analysis of the work duties and responsibilities can also involve the working time as full-time employment may be a barrier for some individuals (physical disability, intellectual capacity, single parents, etc.). Hence, the job carving can be termed as 'job creation'.

One job carving approach is to develop a new position (one that did not previously exist), such as a mail delivery clerk at a business where personnel used to pick up their own mail at a central location. Another strategy involves selecting certain duties from one or more existing jobs and combining them into a separate position (for instance, a worker is hired in an office to support only copying and filing needs).

The utmost care must be taken not to create jobs that further devalue marginalised people by physically separating them from other workers or by having them perform tasks that are considered bothersome, dangerous, or unpleasant.³¹

Aspects to consider while carving a new job:

- The created job should be business-like – meaning it should have an economic merit and follow organisational logic in the company. The inclusion mentors are not creating a job for the sake of the marginalised person but rather a job place that can have an added value for the company;
- The inclusion mentors should act as 'diagnosticians, ready to determine needs and offer solutions to productivity challenges' but also understand the value of the current work portfolio for all workers;³²
- The objective of the employment – meaning understanding what type of work is suitable and acceptable for both, the marginalised person and the company;
- The 'corporate culture' – the attitudes of the workers and the organisational culture towards diversity and inclusion.

Griffin (n.d.) shares the following example: For instance, a short lived job was once carved for an individual to pick up and deliver parts for an automobile dealership. Employing a designated parts delivery driver was a financially efficient method for this dealership to approach parts delivery problems. The dealership's traditional method involved taking a parts order from a local garage and then pulling a parts department, service department, or repair employee from their current task to deliver the part. This was a very inefficient process, but the employees enjoyed it because they got to leave the building for a while and take a break. The job created for a person who wished to work under thirty hours a week did not last because the other employees saw this new worker as taking one of the few benefits associated with their jobs. A little observation of the worksite culture may have led to a different employment approach and the avoidance of this job loss scenario.

Job carving is a process of analysing the duties performed in a given job, or the duties of several different jobs, to identify discrete tasks that could be combined to create a job that meets the specific aspirations and support needs of an individual³³ while meeting the needs of the business. Job carving seeks to maximize an individual's gifts, skills, interests, and contributions to a workplace and is therefore distinctly different from traditional approaches to developing jobs for individuals, in which the focus is on the labour market.³⁴ Here the approach has been to look at the local job market, determine what businesses and jobs exist, and provide training and other strategies with the goal of making the individual fit the job. Based on the continuing high unemployment rates of people with disabilities, it is clear this approach has not been successful. Furthermore, years of using a labour market-driven approach to job development has not produced much variety in the types of jobs secured by people from vulnerable backgrounds, in particular people with disabilities. There is a high incidence of placement in stereotypical jobs, such as janitorial, food service, retail, stocking, greeting, grocery bagging, laundry, and hotel housekeeping. These jobs are in industries with which

³¹Griffin, C. (n.d.) Job Carving: A Guide for Job Developers and Employment Specialists. [online document] Available at: <http://www.griffinhammis.com/images/carving.pdf> [20.03.2023]

³²Ibid.

³³Griffin, C.C. & Sherron, P. (2006) Job carving and Customized Employment. In Paul Wehman (Ed.) Life beyond the Classroom. 4th Edition. Baltimore: Brookes Publishing.

³⁴Griffin, C., Hammis, D. and Geary, T. (2007) The Job Developer's Handbook. Practical Tactics for Customized Employment, Baltimore: Brookes Publishing.

social service providers are familiar and are not necessarily ones that represent the best fit for an individual.

Carving jobs expands opportunity through true customisation, selecting essential tasks performed in a workplace to create a job with critical functions to the workplace and at the same time is highly focused on the individual's abilities, interests, skills, preferences, and general support needs. With skillful carving, the jobs that are created also create profit for the business.

While it is perfectly appropriate to carve a full-time job, carving can be an ideal strategy for people who may be seeking part-time employment. Although the provider should always strive to meet the individual's goals for hours of work per week, there are many reasons a person may need to limit hours to part time. Physical disability, psychiatric illness, intellectual capacity, medical fragility, available supports, and choice represent some of those reasons.³⁵

Job carving allows a person to work in jobs that fit, ones that maximize use of his or her unique resources and contributions, offering clear advantages for both the job seeker and the employer. It is important to note that exploitable resources are not only limited to skills, but also include personality, relationships, tools, or other qualities that create profit or enhance the workplace.

The job carving process should be instigated and recognised by the employer but the carving starts with balancing between the needs of the employer and the job seeker. There could be at least two approaches in instigating carving. The first can be at a request of a company that is in need to readjust or redesign the working process to find fitting job places for persons with different abilities. The second can be instigated by the social mentor who mentors a person with disability towards the labour market and resulting from an extensive assessment process, readjustment or design of a workplace provides employment pathway for the job seeker. In both scenarios, the social mentor is a partner to the employer and the job seeker.

2.2 The social mentor in a role of inclusion mentor who leads the job carving

The process of job carving is a written analysis of the worksite and tasks, a thorough understanding of the individual's skills, talents, abilities, and desires, and an engaging negotiation style that reveals common ground between the job seeker and the employer. Combining these elements fosters creative employment options.

The job carving process can be systematised in the following steps:

Step 1: Determine the needs, potentials, limitations, professional interests and previous work-related experience, if any, of the mentee and integrate them in a potential work profile. The work profile should list at least four criteria for a work environment that would be a good match for the mentee. Be certain to follow how this work profile values the capacities of the mentees and avoids putting them in isolation from other workers or tasks that are considered bothersome, dangerous, or unpleasant. Ask a lot of "what" and "why" questions, and be a good listener. If possible, spend time with and observe the job seeker at home, in workplaces, and in other community settings. Some important questions to ask are:

- What kind of environment does the mentee enjoy/fit in?
- Are there specific personality types that this individual is most comfortable with or fits in well with?
- Are there any accommodation/support needs?
 - o If yes, what is already available?
 - o What needs to be explored further?
- Where has the mentee been happiest?
- Where has the mentee experienced success?
- Where has the mentee not experienced success?

The mentee (code)_____ vocational profile, following assessment points that he/she is/likes:
_____ (few potential job profiles/working tasks).

His/her ideal conditions of employment: _____

³⁵Griffin, C.C. & Winter, L. (1988) Employment Partnership: Job Development Strategies In Integrated Employment. Presentation: Winter Group Marketing, Rocky Mountain Resource & Training Institute & Colorado Developmental Disabilities Planning Council. Denver, Colorado.

At this stage, information from the mentee should seek to maximize contribution, something that should be at the heart of any job search or creation effort, as well as integral to small business development. Contribution refers to any individual's specific sets of skills (existing and potential), personality traits, and potential assets that could be put into practice as resources for an employer.

End this step by asking: What are the mentee valuable resources? Remember to consider not only his/her existing, but also her potential, exploitable resources. This is just a start to a list of existing and potential exploitable resources. The identification of contributions and exploitable resources is the foundation of solid job carving.

The assessment tools as part of the social mentoring in structure and tools is included in the adapted social mentoring for PwD.

Step 2: Research whether training is needed for performing desired job tasks. Look for in-house training opportunities with potential businesses or external providers. For example, a person with Autism spectrum disorder (ASD) might find a job (s)he is interested in but not have all the necessary skills to perform the job independently. Persons with ASD can learn new skills throughout their lives. Additionally, the skills that a person can independently demonstrate currently tells us little about what that person can do with appropriate supports. The discrepancies between the demands of the job and the person's existing skills must be assessed so that those discrepancies might be reduced through teaching or adjustments. Therefore, the assessment process needs to be dynamic that looks at how a person performs in response to various supports over time.

Also, look into transportation options, benefits planning, establishing communication and technology supports, or assisting the mentee with improving skills. See at the possibility to organise business tours, informational interviews, mock-job interview with the mentee, or potential job trial with the company without a goal of hiring. These experiences will help the mentee build self-confidence, develop skills, and learn about workplaces.

Step 3: Research potential businesses employing such profiles or performing such production processes. Create a sample of target businesses. Think of their potential needs, workforce and productivity challenges, inquire how diversity is linked with the company and the organisational culture, if possible (via web site search). Also, start asking: *"Who do we know who works in, or has a connection to, the types of businesses that were generated during the brainstorming process?"* Use the wider group of social mentors as the starting point for identifying these network connections, but also talk to anybody else who might be helpful (other agency personnel, business people, etc.).

Step 4: Visit a sample of targeted businesses, whenever possible to inquire of their needs, workforce and productivity challenges as well as how diversity is approached by the businesses. The inclusion mentors should be diagnosticians and approach potential employers with openness to hear of their needs. Many times when inclusion mentors will try to create a job, the work environment is just as-if not more important than the actual tasks that the individual is going to do. Some people will find success in a noisy, social environment, while others may do better in a quiet office space where they have very little contact with others. When having a business tour or informational interview, the inclusion mentor should stay curious of the business's strengths, challenges, work culture, and plans for expansion. At the end, the inclusion mentor should inquire if they would host a business tour or an informational interview for the job seeker so that s/he can learn more about the businesses. At the end of the business tour or informational interview, tell the employer, *"You know this job seeker a little bit now. Do you have any recommendations about where to go next to explore career paths for this person?"*

Notes to the visit to an employer:

Listen to their needs.

Observe the workflow, and ask questions such as: *"Who does that?" That trash looks like it's full. How is somebody going to know to come pick it up? ... Is it routine, is it scheduled or who's responsible for that right now? What never gets done? What tasks is no one completing? What slows you down?"*

Pay attention to tasks that could be reorganised to create new jobs.

A sample of employment consultants reported investing on average 57 minutes/day in finding tasks and jobs³⁶

Step 5: Creating the ZOOM-OUT image of the employer. For employers who demonstrate openness to a workplace design/job carving process and are ready to delegate a contact person/s in the company with whom the inclusion mentor can work in the carving process, the first thing to dwell in is the ZOOM-IN and OUT picture of the employer and the organisational culture. This includes:

1. MISSION AND VALUES - What are the company's mission and values, the company's commitment to diversity and inclusivity
2. WORK CULTURE - What is the work culture in the company, the styles of communication, cooperation, teamwork and attitude towards diversity
3. BUSINESS MODEL AND OPERATIONS – It is important to understand both the business model and how the company operates, including processes, organisational structure and the relationships between different business functions
4. INCLUSIVE PRACTICES – Information about existing inclusive practices and initiatives in the company, including programmes for inclusion and support for employees with different abilities
5. POLICIES AND PROCEDURES – Familiarity with company policies and procedures, including policies on equal treatment, workplace adaptation, confidentiality...
6. CONTACT INFORMATION - How and where to contact for help and support in the workplace design/design process

Implementing job carving in the workplace requires close cooperation between the person who adapts the job, the inclusion mentor and the company. As important as the role and skill of the person doing the carving is a prepared and supportive work environment that improves the chances of successful inclusion and retention of workers in jobs, employee satisfaction, professional development and achievement of work goals.

Questions to ask when focusing on the company:

ZOOM-OUT PICTURE

- What does the company do, how does the work process flow, how are the different departments connected in the work process, what is the organisational structure?
- When does the company have the highest volume of work, during the day, during the week, during the year?
- What are the biggest challenges that the business faces in its daily operations?

ZOOM-IN PICTURE

- Are there tasks that could be performed more efficiently or more often? What are those tasks? What is 'slowing you down' as a company?
- Are there tasks that don't get done because no one has time for them? What are those tasks?
- Are there tasks that take employees away from their core job responsibilities and make them less effective at their jobs?
- Does the company have employees who work overtime?
- Are there tasks for which the employer normally uses temporary or outsourced employees?
- If the business and employees could have help with anything, what would it be?

PERSPECTIVE

- What are the areas of potential growth for the business?
- Are there products and services that the business would like to offer or could offer in the future that have not yet been developed?
- What kind of work atmosphere and culture does the company have?

Step 6: On-site observation to analyse the job tasks. As inclusion mentor, s/he needs to delve into researching the organisational structure and delegation of jobs in the company, in a wider perspective but also research the inventory activities of the typical workers performing the targeted tasks, in particular: how the current job is being performed, who is doing what so that some task is finished, when it should be finished, in what manner and what is the relationship with other workers, why the task is important and fits in the production process, how workers involved in the task chain see the activities and their values. This could also include carving out unproductive or duplicative efforts to make all workers more productive, carving activities that save time and make the workers more productive or consolidating activities into a new core job or jobs. If possible, the inclusion mentor should carve out a plan for time-limited work

³⁶Think Work (2020) Finding tasks and jobs. Bringing employment first to scale. Issue 4. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

trials. Consideration needs to be given to the demands of particular jobs, the physical and social environments, and how instruction or adjustments can be provided that will make success possible.

The inclusion mentor should have both wide and narrow perspective of the company. It could be useful to focus on a specific job position but also be aware of the variety of jobs conducted in the company. Maybe other options could be more suitable for the mentee. Consideration needs to be given to the demands of particular jobs, the physical and social environments, and how instruction or adjustments can be provided that will make success possible.

Example for introducing your role and the objective of the on-site observation:

"I tour the facility and just ask random questions: "Who does that?" "That trash looks like it's full. How is somebody going to know to come pick it up? ... Is it routine, is it scheduled or who's responsible for that right now?" "What never gets done?" Please don't feel like you and your work is being evaluated. I am just looking at how the working process is unfolding and what novelty can happen so that all workers are more productive and the process is more efficient."

Questions to ask when focusing on the tasks:

- How is that work task currently being performed?
- Who does what in the work process to complete that task?
- How long does it take to complete the task, when and how should it be completed?
- How is this task related to other tasks and what is the relationship with other employees?
- What is the importance of the task and how does it fit into the production process? Are other tasks dependent on this task?
- How do the employees involved in completing this task view the activities and their value? How open are they to new and new employees?
- What job skills does the specific task require? Who has those skills? Can a person who has those skills be a professional mentor?
- What social skills does the specific task require?
- (behavioural technical competencies –for example, attention to detail, time management... and behavioral personal competencies, for example, teamwork, flexibility...)

Observe the corporate culture and the rules and rituals around the given task and diversity and inclusion issue, in general.

Keep employers in the loop' with frequent employer contact. In the rush to succeed at job carving, sometimes culture is not analysed enough and the impacts of corporate culture on acceptance and accommodation of a new worker are undermined. *Again, it is important to take note of the corporate culture of businesses that appear to be high turnover operations. One motel that Griffin (1998) worked with had a high turnover rate, but after a few days of on-site observation, a core group or clique of stable employees became apparent. This group of housekeepers had long-term employment records and shared a highly ritualized culture that was hard to break into. Admission was gained through showing work stamina, a strong sense of insider humor, and by contributing to the purchase of donuts, pop, and snacks for this team to share. Failure to read the culture and take slow, decisive action to fit in lead quickly to exclusion. New hires failing to perceive these rites were left to fend for themselves. In such a situation, many workers simply moved on to the next job. A good job developer recognizes these worksite traits and develops strategies to make consumers members of the workforce, thus protecting the job and the individual.*

In a more advanced stage of the observation, the inclusion mentor can present in a short narrative the potential job seeker by focusing on the strengths and the value s/he adds to the business but also to openly disclose the needed support and possible adjustments to the working process. The inclusion mentors should have a clear picture of the needs, affinities, potentials, limitations of the potential job seeker and the following questions could structure the narrative for the person:

- What are the job seeker's affinities?
- What are the abilities, skills of the job seeker?
- What are the limitations of the job seeker (individual, personal, social)?
- Does the job seeker have previous work experience?
- What are the specific characteristics of the job seeker, which sets him/her apart and can give him/her an advantage in certain work tasks? *(for example, likes to focus on details, likes to work in isolation, individually, or likes to communicate with people and be part of a team)*
- What is/are key obstacle(s) in the labour market integrations for the job seeker (outside barriers)?
- What job tasks are most suitable for the job seeker?
- What workplace are most suitable for the job seeker?

The inclusion mentor should pay close attention to tasks that could be reorganised to create new jobs. This step should enable him/her to identify intersecting work tasks during the job analysis.

Be advised that jobs typically having high turnover may not be choice jobs for anyone. These positions should not be utilised as dumping grounds for people with severe disabilities, and may indeed result in heightened anxiety about work demands, job loss, and employment expectations. Approach these jobs with common sense and the understanding that such jobs can be great first jobs or seasonal jobs. This may simply be a step on the career ladder (Griffin, 1998).

The inclusion mentor can end the tour by: "You know this job seeker a little bit now. Do you see a way forward in integrating him/her? Do you have any recommendations about potential career path in your company?"

While being on observation, the inclusion mentor can summarize conclusions in the following table:

List of tasks in monitored profiles/jobs	How important and productive is the workplace for the company?	How can the mentee perform the task(s)? (individual, with support, training, etc.)

The tool 1 in the Annex titled 'Observation in the company' can serve the purpose of guiding the on-site observation.

Step 7: Develop a job caring plan based on the analysed task duties and the fitted inventory activities. The inclusion mentors should end the process of observation in the company with a generated list of possible jobs and/or tasks, an identified carved job place with clear mapping of which tasks and processes can be rearranged to fit the work profile of the mentee and add value to the productivity of the company.

Possible tasks that _____ (mentee code) can do for an employer include: _____

Accommodations that _____ (mentee code) may need to do these tasks include: _____

Training needs that _____ (mentee code) may need include: _____

Some mentees may have only one specific task that they could do for an employer, such as putting together pizza boxes or delivering faxes. Other mentees might have a list of potential tasks that they would like to do for an employer,

and they are looking for the right employer where they can use some or all of these skills. At this time, the inclusion mentors should start to consider any accommodation needs that might be helpful to ensure the individual's success. They should also remember that accommodations can be dependable on assistive technology. For some mentees, the inclusion mentors will already know what they need in order to succeed in the workplace, such as photographs of the tasks to be completed or a wheel-chair accessible environment. For others, the inclusion mentors will know that they will need assistance with, for example, organisational skills, but the inclusion mentors may not know exactly what will be most helpful for them until a job begins.

It is recommended that the inclusion mentors develop a formal, written proposal (job carving plan) that includes what the job seeker will be doing, the pay and hours involved, and why it is a good idea for the employer to hire them.

Job creation ideas:

- *Run your own coffee or sandwich/soda business within a company*
- *Carve out a data entry position from an administrative staff position*
- *Create a mail delivery service at a company that does not offer this to their employees*
- *Add a greeter position at a health clubs, and other companies*
- *Complete just the vacuuming part of a cleaning job*
- *Work in the stock room at a retail store on shipment days*
- *Break down boxes at a liquor store or warehouse*

The tool 2 in the Annex 2 titled 'Job carving plan' can assist the inclusion mentors in designing the written proposal for the carved job place.

Step 8: Negotiate with the employer and be as concrete as possible to the new job created for the mentee elaborating which tasks and processes can be rearranged to fit the work profile of the mentee and how it adds value to the productivity of the company. The inclusion mentors should talk about "the bottom line" by 'selling' employee skill sets that meet a business need. By identifying areas of employer inefficiency, the inclusion mentors can show how hiring the potential job seeker will pay off. The inclusion mentors should pitch the idea of 'professional mentor' within the company and build trustworthy relationships with such delegated person. If necessary, the inclusion mentors should propose such tools as short-term job tryout, temporary employment, etc. as part of the negotiation process.

The key to negotiating with the employer is mutual benefit. The modified or created job must be able to be done successfully by the worker (with support) and must meet an employment need of the company. For the employer, some of the benefits of job creation include:

- *Increasing current workforce effectiveness and efficiency* → A law firm hires someone to take care of the conference rooms so the paralegals can spend more of their time working on cases.
- *Filling gaps in the current workforce* → A biochemical company hires someone to recycle samples from the chemicals that were not getting recycled before.
- *Reducing costly or inefficient temporary help and overtime wages* → A car dealership hires a person to mail out reminders to customers for oil changes and other scheduled maintenance instead of paying the office staff overtime to do it.
- *Increasing customer satisfaction* → An amusement park hires someone to sit by the entrance handing out maps of the park and directing visitors to the ride they want to go on first.

More on the function of the professional mentoring is available in the Guidebook for social mentors and the Guidebook for professional mentors.

Step 9: Build on supportive culture and relationships. The inclusion mentors should observe the immediate colleagues of the mentee and assist in creating an accepting culture. It is a good practice that the inclusion mentors prepare and give a presentation on inclusion and diversity on the job place, think how to best present the worldview of the mentee, his/her capacities and limitations so that the immediate colleagues are familiarised with the needs, potentials and challenges of the new employee.

Fostering co-worker inter-relation is especially critical for individuals with high support needs. Having friendships or respected roles at work helps increase job retention and improves acceptance (Nisbet & Hagner, 1990; Griffin & Sheron, 2006). Sociological studies of integration and neighborhood belonging illustrate that sharing physical space, over time, is one of the strongest predictors of social integration, therefore it follows that proximity at work is also an important consideration in job carving (Oldenburg, 1989).

Step 10: Maintain consultative role to the professional mentor and the company by accompanying the processes of placement and after-care of job adaptation and to ensure ongoing workplace accommodation. Some consultative roles could be preparatory training to the company on vulnerable people. Effective support after hire strengthens independence and a sense of belonging at work, which are the basis for job retention and career advancement. Support after hire starts by leveraging existing workplace supports from co-workers and supervisors (natural supports). It may include on-the-job training, problem solving, and collaboration with key players such as family and home support staff. The inclusion mentors should periodically check in with short visits or calls. Changes in management, staff, or assignments may trigger challenges that, if left unaddressed, could threaten job retention.

2.3 The social mentor acting as an inclusion mentor in catalysing 'job carving'

The social mentor in the role of inclusion mentor is the main catalyzer of the job carving process. Observation, with frequent employer contact, is the key in job carving. Without spending time in the actual business setting, or one very closely associated to it, the job creation process will not succeed. Every workplace is different: different culture, different quality standards, different personalities, and different procedures. To ensure a good employer/employee fit, the job match process must include job site research based upon the potential of the mentee and the employer's need.

2.4 When and why to include the family of the job-seeker?

In developing the work profile of the mentee, the inclusion mentor can inquire information from 'an adult of importance' to the mentee, someone who knows the mentee and his/her capacities and potentials. Such an adult can be friends, family, other professionals, community members, etc. Talking with people who know the mentee well should be done in consent with the mentee and only if the mentor assesses an added value to the work profile of the mentee. Some questions could be:

- When you think of _____, what type of place do you see him/her working in?
→ Casual? Professional? Social? Busy? Quiet?
- What tasks do you see _____ doing at a job?
- What types of jobs or chores have you known _____ to do in the past?
- What do you think is important to keep in mind when looking for a job for _____?
- Can you think of any types of businesses that might be a good match for _____?
- Do you know anyone who works in _____ [type of business]?
→ Can I use your name when I contact them?

With all these questions, don't forget to ask 'why'.

2.5 How long should the 'job carving' last in a time-frame? What are some other needed resources for smooth implementation of these interventions?

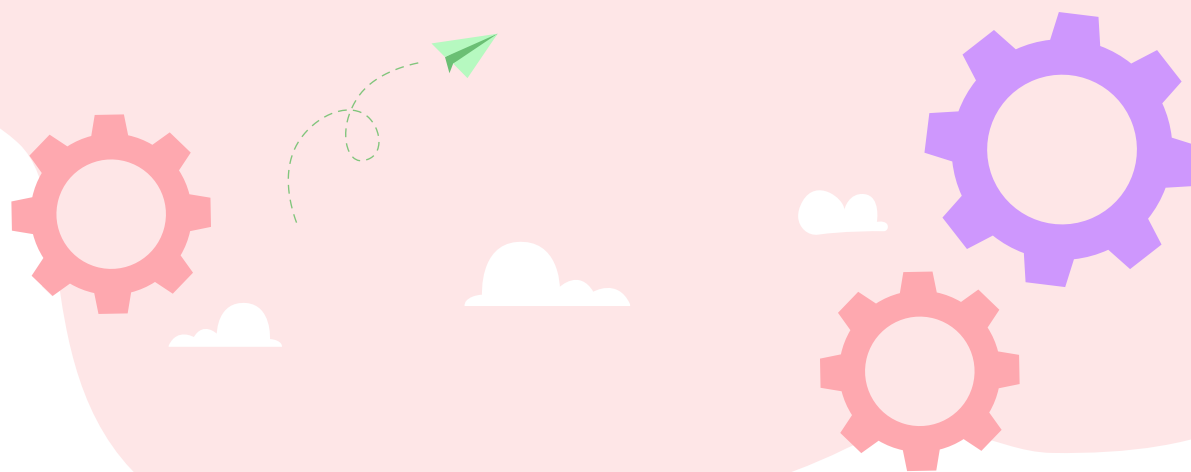
The job carving process can last from three to six months. The timeframe depends on several factors, such as:

- time needed to conduct good assessment process with the job seeker and clear understanding of the needs, affinities, professional interests and limitations;
- time needed to research on potential companies and inquire a suitable employer;
- time invested in building trustworthy and reliable partnership with the company interested in carving out job places for persons with vulnerable background by allowed on-site observations and inquire of the organisational culture;
- time invested in building the capacities of the professional mentor and the supportive organisational climate.

It is certain that one of the most difficult steps in the job carving process is to engage the employer in a fairly novel approach to labour market integration and to convince and persuade the company's management team to invest in this process, both in time and human capacities. Guidance in how to structure this process is included in the Guide for social mentors available in PUBLIC's library and accessible on-demand.

2.6 How to evaluate the outcomes of the process of 'job carving'?

Each case in the 'job carving' will be very individual. The inclusion mentor should make estimation at the beginning of how often s/he needs to visit the workplace (for example, three visits in the first week, then one visit per week, then one visit every two weeks, then monthly) until the employee/former job seeker is completely independent.



CHAPTER 3

The process behind job crafting and the tasks of to the social mentor acting as an inclusion mentor between the mentee and the employer

3.1 'Job crafting': how 'job carving' and 'job crafting' complement each other?

Working on job creation in a company by modifying or restructuring existing jobs or bringing together a combination of job tasks touches upon the tasks and responsibilities of other employees in the existing jobs or their combination into separate positions. Thus, the inclusion mentor leading the job carving process for one mentee should be prepared to lead job crafting process in general, so that there is cohesion between job tasks and the team, as such.

Job crafting is about taking proactive steps and actions to redesign the work, essentially changing tasks, relationships, and perceptions of our jobs.³⁷ The main premise is that we can stay in the same role, getting more meaning out of our jobs, feeling satisfying and excelling in our functions, one that is simultaneously more aligned with our strengths, motives, and passions.³⁸ Unsurprisingly, it has been linked to better performance, intrinsic motivation, and employee engagement.³⁹

This concept is first introduced by Amy Wrzesniewski and Jane Dutton in 2001. Most typical definitions of job crafting are: 'an employee-initiated approach which enables employees to shape their own work environment such that it fits their individual needs by adjusting the prevailing job demands and resources'⁴⁰ or 'it is a proactive behavior that employees use when they feel that changes in their job are necessary'.⁴¹ Major organisational transformation always starts with the 'Why'.

There are three possible ways of job crafting. These are **task crafting, relationship crafting, and/or cognitive crafting**, and they describe the 'behaviors' that employees can use to become 'crafters'. Through one or more of these activities, we can aim to create the job-person fit that might be lacking in our current roles.⁴²

Task Crafting: Changing up responsibilities

Task crafting may be the most discussed aspect of the approach, perhaps because job crafting is commonly seen as active 'shaping' or 'molding' of one's role. It can involve adding or dropping the responsibilities set out in your official job description.⁴³

For instance, a chef may take it upon themselves to not just serve food but to create beautifully designed plates that enhance a customer's dining experience. As another example, a bus driver might decide to give helpful sightseeing advice to tourists along his route.

This type of crafting might also (or alternatively) involve changing the nature of certain responsibilities, or dedicating different amounts of time to what you currently do. As we'll see in some of the examples below, this doesn't necessarily affect the quality or impact of what you're hired to do.

Relationship Crafting: Changing up interactions

This is how people reshape the type and nature of the interactions they have with others. In other words, relationship crafting can involve changing up who we work with on different tasks, who we communicate and engage with on a regular basis.⁴⁴ A marketing manager might brainstorm with the firm's app designer to talk and learn about the user interface, unlocking creativity benefits while crafting relationships.

³⁷Berg, J. M., Dutton, J. E., & Wrzesniewski, A. (2007) What is Job Crafting and Why Does It Matter?, Center for Positive Organizational Scholarship [online document] Available at: <https://positiveorgs.bus.umich.edu/wp-content/uploads/What-is-Job-Crafting-and-Why-Does-it-Matter1.pdf> [20.05.2023]

³⁸Wrzesniewski, A., Berg, J., & Dutton, J. E. (2010) 'Managing yourself: Turn the job you have into the job you want', Harvard Business Review, June.

³⁹Caldwell, D., & O'Reilly, C. (1990) 'Measuring person-job fit using a profile comparison process', Journal of Applied Psychology, No. 75, pp. 648-657; Halbesleben, J. R. B. (2010). A meta-analysis of work engagement: Relationships with burnout, demands, resources, and consequences. In A. B. Bakker (Ed.) & M. P. Leiter, Work engagement: A handbook of essential theory and research (pp. 102-117). Psychology Press; Dubbelt, L., Demerouti, E., & Rispens, S. (2019) 'The value of job crafting for work engagement, task performance, and career satisfaction: longitudinal and quasi-experimental evidence', European Journal of Work and Organizational Psychology, No. 28(3), pp. 300-314.

⁴⁰Tims, M. and Bakker, A.B. (2010) 'Job Crafting: Towards a New Model of Individual Job Redesign', South African Journal of Industrial Psychology, No. 36, pp. 1-9.

⁴¹Petrou, P., Demerouti, E., Peeters, M.C.W. & Schaufeli, W. & Hetland, J. (2012) 'Crafting a Job on a Daily Basis: Contextual Correlates and the Link to Work Engagement', Journal of Organizational Behavior. No. 33(8).

⁴²Wrzesniewski, A. & Dutton, E.J. (2001) 'Crafting a job: Revisioning employees as active crafters of their work', Academy of Management Review, Vol. 26, No. 2, pp. 179-201; Tims, M. and Bakker, A.B. (2010) 'Job Crafting: Towards a New Model of Individual Job Redesign', South African Journal of Industrial Psychology, No. 36, pp. 1-9.

⁴³Berg, J. M., Dutton, J. E., & Wrzesniewski, A. (2013) Job crafting and meaningful work. In B. J. Dik, Z. S. Byrne, & M. F. Steger (Eds.), Purpose and meaning in the workplace (pp. 81-104). American Psychological Association.

⁴⁴Ibid.

Cognitive Crafting: Changing up your mindset

The third type of crafting, cognitive crafting, is how people change their mindsets about the tasks they do.⁴⁵ By changing perspectives on what we're doing, we can find or create more meaning about what might otherwise be seen as 'busy work'. Changing hotel bed sheets in this sense might be less about cleaning and more about making travelers' journeys more comfortable and memorable.

While job crafting is fairly different process from job carving, inclusion mentors are ought to have basic knowledge of the former, so that the latter can be seen as natural intervention and not as imposed behaviour change intervention. Especially in the case of modifying or restructuring job tasks, the inclusion mentor needs to have an awareness of the demands and the resources required by the current job filled in by an employee, so that a proper modification plan can be proposed.

There is more than one job crafting model. In fact, there are at least two important frameworks, namely, Job Demands-Resources (JD-R) Model and the Job Crafting Model. This guidebook utilises a simplified JD-R model that can aid inclusion mentors in the job carving process rather than an instrument to utilise in job crafting process.

According to Wrzesniewski and Dutton (2001) job crafting occurs on a daily basis. In order to better capture the 'every-day' changes that employees may pursue, some scholars have proposed conceptualizing job crafting as employee proactive behaviour that is specifically targeted at job characteristics, thereby framing its definition in the Job Demands-Resources model.⁴⁶ Tims and Bakker (2010) define job crafting as the changes that employees may make to balance their job demands and job resources with their personal abilities and needs. Rather than restricting job crafting to efforts aimed at altering tasks and relations, they expand the conceptualisation of task crafting and relational crafting. Whereas task crafting refers to job demands, i.e., changing one's tasks by increasing challenging demands and/or decreasing demands that hinder, relational crafting refers to job resources, i.e., changing the available social (e.g., support, feedback) and/or structural (e.g., autonomy, variety) resources.⁴⁷ In line with this conceptualisation, Petrou et al. (2012) defined job crafting as encompassing: (1) seeking challenges; (2) reducing demands; and (3) seeking resources. Seeking challenges refers to increasing challenging demands, i.e., looking for new challenging tasks at work, keeping busy during one's working day, or asking for more responsibilities once one has finished with assigned tasks.⁴⁸

Table 2 compares the conceptualisations of job crafting of Wrzesniewski and Dutton and the JD-R model with respect to the definition, the purpose and motivation, the target, and the types of job crafting.⁴⁹

Job-crafting perspectives	Definition	Purpose and motivation	Target	Types
Wrzesniewski & Dutton (2001)	'the physical and cognitive changes individuals make in the task or relational boundaries of their work' (2001, p. 179)	<ul style="list-style-type: none"> To assert control To create a positive self-image To connect to others To increase meaning at work 	<ul style="list-style-type: none"> Task boundaries Relational boundaries Cognitive boundaries 	<ul style="list-style-type: none"> Task crafting Relational crafting Cognitive crafting
Job Demands-Resources Model (Tims et al., 2012)	'the changes that employees may make to balance their job demands and job resources with their personal abilities and needs' (2012, p. 174)	<ul style="list-style-type: none"> To improve person-job fit To enhance work engagement To avoid health impairment 	<ul style="list-style-type: none"> Job demands Job resources 	<ul style="list-style-type: none"> Seeking challenges Seeking resources Reducing demands

Note: Task crafting can be seen as changing job demands. Relational crafting can be seen as changing job resources.

⁴⁵Tims, M. and Bakker, A.B. (2010) 'Job Crafting: Towards a New Model of Individual Job Redesign', South African Journal of Industrial Psychology, No. 36, pp. 1-9.

⁴⁶Wrzesniewski, A. & Dutton, E.J. (2001) 'Crafting a job: Revisioning employees as active crafters of their work', Academy of Management Review, Vol. 26, No. 2, pp. 179-201.

⁴⁷Tims, M. and Bakker, A.B. (2010) 'Job Crafting: Towards a New Model of Individual Job Redesign', South African Journal of Industrial Psychology, No. 36, pp. 1-9.

⁴⁸Petrou, P., Demerouti, E., Peeters, M.C.W. & Schaufeli, W. & Hetland, J. (2012) 'Crafting a Job on a Daily Basis: Contextual Correlates and the Link to Work Engagement', Journal of Organizational Behavior, No. 33(8).

⁴⁹Source: Le Blanc, M. P., Demerouti, E. and Bakker, B. A. (2017) 'How Can I Shape My Job to Suit Me Better? Job Crafting for Sustainable Employees and Organizations', An Introduction to Work and Organizational Psychology: An International Perspective, Edited by Nik Chmiel, Franco Fraccaroli and Magnus Sverke. John Wiley & Sons.

3.2 The role of the social mentor acting as inclusion mentors to lead job crafting

The key to job crafting are: (i) assessment of employees' strengths and transferring them into work-related performance goals; (ii) communicating strengths and performance goals to employees; and (iii) supporting employees in re-crafting their jobs within the boundaries of the employer's desired performance outcomes. The objective of the crafting process is to create work that expresses the greatest strengths and abilities of the employees while fulfilling the organisation's strategic and performance goals. Thus, crafting is not only looking for the ideal/dream job but rather how that dream can be canalised within the organisation's strategic and performance goals.

The following Job Crafting Exercise aims to guide the inclusion mentors in leading the discussion how certain jobs can be modified and restructured from the perspective of those currently performing the job tasks by viewing what tasks are malleable, craftable, and in control of the employee to act upon. Through Job Crafting seemingly unconnected and segmented tasks can be perceived as 'building blocks' for the employee to shape in a way that means something. Finding the relation between what is seen as possible by the employee and the job design (carving plan) by the inclusion mentor is of outmost importance to the job transformation process in the company. Originally, this instrument is developed by Berg, Dutton, and Wrzesniewski (2013) and based on JD-R Model, striving to identify which aspects are demands, and which are resources, aspects that the employee could benefit from more of, in terms of reducing psychological costs—stress, energy, etc. as well as aspects where the employee could welcome a stretch or a challenge.⁵⁰

Step 1: Create what's known as a 'Before Sketch': Guide the employee into understanding how he/she is allocating and spending the working time across various tasks. He/she should be encouraged to think broadly about resources and demands, in the characteristics of the job—psychological, physical, organisational, and social aspects. Start by asking the following questions:

- What tasks are embedded into the job? Identify them and delineate them clearly.
- What skills do you invest into the job tasks?
- What level of physical or psychological effort do you put into the various tasks? What requires more and what less?
- Are there aspects that demand emotional strain that can also lead to costs like stress, burnout?
- What kind of resources in the organisation (people, processes, guidelines, etc.) help you accomplish the work goals? Which have positive and others that have potentially negative impacts of job demands?
- How career prospects, training, and autonomy are job resources you use?
- What aspects support your optimism and self-efficacy?

Step 2: Developing 'Task Blocks': The next step is to group together the whole job into three types of Task Blocks. The biggest of these blocks are for tasks which consume the most of the effort, attention, and time; the smallest blocks are for the least energy-, attention-, and time-intensive tasks, and some will fall into the middle, 'medium-sized' blocks. Start by asking the following questions:

- Which are tasks which consume the most of the effort, attention and time? Identify them and delineate them clearly. Which one would you like to keep on performing? Which one would you like to get rid of?
- Which are tasks which consume the least of the effort, attention and time? Identify them and delineate them clearly. Which one would you like to keep on performing? Which one would you like to get rid of?
- Which are tasks which fall into the medium in regards to the effort, attention and time? Identify them and delineate them clearly. Which one would you like to keep on performing? Which one would you like to get rid of?

Step 3: Create 'After Diagram': With this knowledge of how the personal resources of the employee get allocated, the inclusion mentor together with the employee can now craft an After Diagram of what the ideal role of the employee will look like. The goal is not to step completely outside of what the employee is formally required to do, but to use the strengths, passions, and motives to create something more meaningful. And in doing so, the inclusion mentor uses the same idea of task blocks—of course, this time with different priorities. Important in this step is to be mindful where the new 'frames' of tasks connect with the job carving plan intended for the mentee. Start by asking the following questions:

- What tasks are to be embedded into the desired new job? Identify them and delineate them clearly.

⁵⁰Berg, J. M., Dutton, J. E., & Wrzesniewski, A. (2013) Job crafting and meaningful work. In B. J. Dik, Z. S. Byrne, & M. F. Steger (Eds.), Purpose and meaning in the workplace (pp. 81–104). American Psychological Association.

- Which resources in the organisation (people, processes, guidelines, etc.) can help you accomplish the desired new job?
- What new skills do you need to invest in yourself to perform the desired new job?
- In what way can career prospects, training, and autonomy be useful job resources at the desired new job?
- How can the desired new job support your optimism and self-efficacy?
- Which aspects of the job tasks are allocated to a new job position? How do you value it? How do you see the professional relationship with the new employee?
- How do you negotiate this with the management and the employer?

Step 4: Developing connections: This last step should enable the inclusion mentor together with the employee to agree on an Action Plan that sets out clear goals for the short- and long-term in how the employee is going to move from the Before Diagram (current job) to the After Diagram (ideal job) taking into consideration the personal goal for the job and the newly designed job for the mentee. This is the step where the job carving plan should be coherent to the personal After Diagram plan of the employee. Start by asking the following questions:

- How do you see a plan moving forward in achieving the 'ideal' job?
- Who can support you in achieving it?

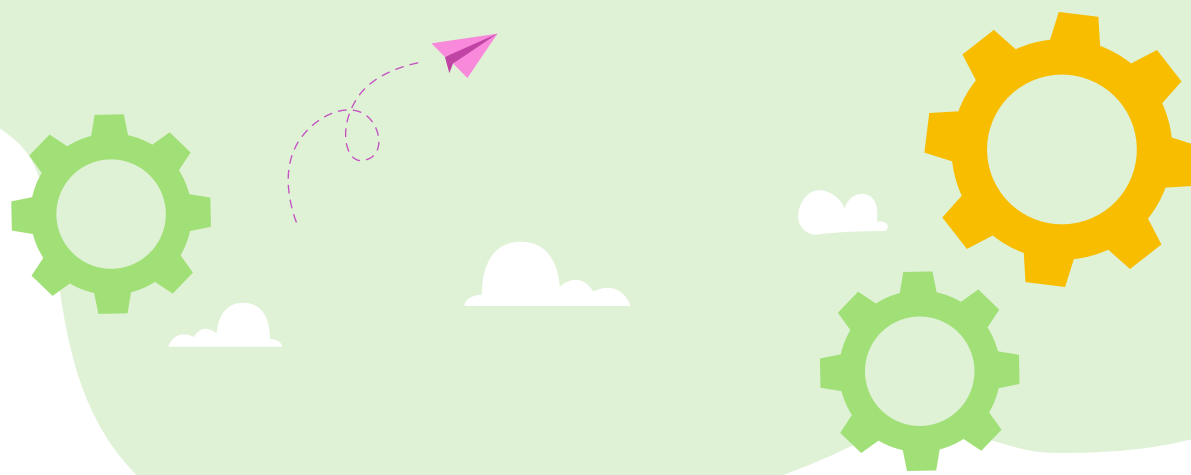
Tool 3 titled 'Job crafting' provides insights into the steps of the crafting process.

3.3 How long should 'job crafting' last in a time-frame? What are some other needed resources for smooth implementation of these interventions?

The 'job crafting' can be organised as a short exercise for the individual employee but it can also extend to be in-depth organisational change process in the company. A precondition to the 'job crafting' is awareness by the employed person on the need to adapt tasks and processes in the current job portfolio so that productivity and work satisfaction are increased and the adapted tasks support organisational effectiveness. 'Job crafting' requires commitment from the employees and the company as well as time to install it as a sustainable organisational change. Situational factors, such as job autonomy, task complexity, and work pressure are seen as stimulators of job crafting. Also personal attributes are seen as determinants of job crafting such as proactive personality, resilience and sense of ability to control and impact upon environment, employees with a promotion focus. In addition, job crafting can be triggered by organisational change as a strategy to ensure that their job still fits their preferences after the introduction of change and to make meaning of the changed situation.

3.4 How to evaluate the outcomes of the process of 'job crafting'?

Level of work engagement, daily task performance, contextual performance (such as voluntarily helping colleagues with their tasks when they have high work overload), subjective perception of well-being at work, motivation and meaning of the work, and individual and organisational performance are usually the outcomes through which the effects of 'job crafting' are evaluated. There is no specific tool assessing these concepts, yet, in a dialogue and via observation, the employees engaged in crafting their work, the colleagues, supervisors and professional mentors should be able to assess the relevance of these concepts in the post-crafting phase.



CHAPTER 4

**Challenges in implementation of these strategies
and some promising examples to learn from**

4.1 The potential risks when implementing 'job carving' and 'job crafting'

The implementation of job carving and job crafting does not go by without challenges and drawbacks. Both in the literature and the practice, there are different views on the opportunities and challenges arising from these interventions.

Challenges and drawbacks in implementing job carving:

- **Prevalence of negative stereotypes** - one of the greatest concerns in utilizing job carving with individuals of vulnerable background is the **prevalence of negative stereotypes**. For example, one challenge to the employment of people who are not 'close to perfect'⁵¹ is what has been called the "*vicious circle of low expectations*"⁵²: employers believe that, for example, people with disabilities cannot work and therefore do not employ them. The low employment rate of members of this group confirms that they are unlikely to find work. Consequently, they are disheartened and do not apply for jobs. As the length of time people are unemployed increases, they can lose self-confidence and become self-deprecating, which often results in poor health. This further reduces the number of these people in employment and reinforces employers' perception that they are unable to work because they do not see evidence to the contrary. The core challenge is therefore to outreach to employers and to convince them to give all people a chance in the first place. This can be achieved by focusing on the talents of people.
- **Downgrading of salaries** - job carving may easily lead to a **downgrading of salaries** when identifying and carving out easy or elementary tasks. To avoid developing positions of lower value, consultants should ensure that the talents and the benefits the new employees will bring to the companies are highlighted and support the engagement of and dialogue with social partners. Practical guides to job carving stress the win-win aspect of carving for both employers and the new employees.⁵³ However, given the fact that employers have a vested interest in reducing turnover for all, and that lower skilled jobs can be satisfying for workers in the right environment, there are opportunities to engage businesses in job carving activities;
- **Group-specific approaches to job carving** - target group-specific approaches are required that take into consideration the reality of the groups, so that the carving process is successful. These approaches must reflect the talents, needs and interests of the individuals of specific groups. This is a practical challenge of great concern in replicability of the carving approach for diverse target groups.

Challenges and drawbacks in implementing job crafting:

Job crafting also faces some limitations. Companies/organisations are systems, so changing how employees from within, view and do things can impact both the firm and the individual. Job crafting occurs in the context of employees' prescribed jobs, which are marked by prescribed tasks, expectations, and positions in the organisational hierarchy; thus, any of these features may limit employees' perceptions of their opportunities to proactively change their jobs. There are some drawbacks for the companies but also some pitfalls for the employees as well. Major concerns for the companies are:

- **Misaligned goals** - essentially, job crafting aims to benefit the employee—it's neither advantageous nor a pitfall for the company when an employees' goals are consistent with those of their organisation.⁵⁴ That alignment is critical in understanding how it plays out in practice, meaning when individual goals and organisational goals are misaligned, there can be negative impacts of job crafting. In other words, if someone is employed to carry out a certain task, job crafting shouldn't be a means of changing up the job beyond recognition. It is clearly a pitfall for the organisation if a chef creates beautiful cuisine that's essentially inedible or unsafe. So as Wrzesniewski and Dutton premise, more meaning in one's role shouldn't jeopardise organisational effectiveness.⁵⁵
- **Unequal access** - another potential disadvantage is more about how workers view their jobs in the first instance. In order to job craft, workers need to see their jobs as alterable. That is, certain factors may be felt as limiting how free

⁵¹Griffin, M.A., Neal, A. and Parker, S.K. (2007) 'A New Model of Work Role Performance: Positive Behavior in Uncertain and Interdependent Contexts', *Academy of Management Journal*, No. 50, pp. 327-347.

⁵²Rinaldi, M. & Perkins, R. (2005) 'Early intervention: a hand up the slippery slope.' In: *New Thinking about Mental Health and Employment* (eds B. Grove, J. Secker & P. Seebohm). Radcliffe Press.

⁵³Griffin, M.A., Neal, A. and Parker, S.K. (2007) 'A New Model of Work Role Performance: Positive Behavior in Uncertain and Interdependent Contexts', *Academy of Management Journal*, No. 50, pp. 327-347.

⁵⁴Wrzesniewski, A. & Dutton, E.J. (2001) 'Crafting a job: Revisioning employees as active crafters of their work', *Academy of Management Review*, Vol. 26, No. 2, pp. 179-201.

⁵⁵*Ibid.*

workers are to add tasks or alter relationships, for instance, and these can vary based on the job roles. Studies show that senior employees felt they were limited time-wise when it came to crafting, and lower-level employees cited not enough autonomy as an equivalent challenge.⁵⁶ Some workers whose tasks were closely interdependent also felt a similar way, after all, how could they change their roles without disrupting others' work?

Major drawbacks for the individuals are:

- **Worker's overload**- for individuals, it may be tempting to take task crafting a little far. Understandably, if we add on tasks that are overly demanding, or give ourselves excessive tasks while crafting our roles, we risk taking on too much. If employees aren't sufficiently informed about the risks of doing so, job crafting can bring with it all the increased dangers of overwork—stress, exhaustion, burnout, and unhappiness.⁵⁷ In light of this, some authors argue that managers should get more involved in their employees' job crafting initiatives.⁵⁸
- **Exploitation** – some fear related to job crafting is making some workers open to exploitation. This potentially can occur in the sense that employees might be going 'above and beyond' the call of duty without being fairly reimbursed by the organisation.

4.2 Sensitising employers and inspiring them to rethink their organisation setting and hiring practices: How to start a conversation with a potential employer?

Our experience in implementing social mentoring says that the least comfortable aspect of the mentoring work is the entrance in the business and 'selling' out the tangible benefits from the social mentoring to the businesses and their working environment. Persuading the manager on the need to innovate and consider diversity as a beneficial feature of the entity's profile is among the 'hard stones' of the labour market integration. Thus, few notes on how inclusion mentors can prepare themselves prior to entering the company in objective to motivate organisation change towards acceptance of diversity at the workplace:

Element 1: Clear and consistent alignment of the intervention (job carving or job crafting) with the business goals. To transform organisations and companies, there is a need for an explicit commitment to increasing competitive integrated employment but more importantly its alignment with the business or performance goals of the entity. This commitment should be driven by a set of specific goals that are measurable, flexible to the needs of individuals and the entities, compelling, and easy to grasp. The goals of the intervention must be directly reflective of the core mission of the entity, modifiable, and specific to an established time frame.

Element 2: Internal culture that supports inclusion. Providers that intend to intervene with diversity at the workplace intervention must enact and work in developing an internal culture in organisations and companies that values supporting individuals at the workforce. The culture should also value positive thinking, learning, creativity, innovation, and continuous quality improvement. Creating an internal culture that supports full inclusion ensures that daily practices and decisions are in line with the companies' core beliefs. By creating a culture that values new ideas, nurtures staff, is adaptable, and continually evolves, the entire organisation or company will feel ownership over the transformation and beyond.

Element 3: Active, person-centered job placement. Providers that intend to intervene with diversity at the workplace must be proactive in finding jobs for one person at a time. This hands-on approach creates momentum and enthusiasm as successful employment outcomes are achieved and celebrated. An active, person-centered job placement process prioritizes the placement of individuals in the community and helps providers not to feel overwhelmed. Starting with a deliberate placement plan that includes identifying priority individuals can create a positive snowball effect.

Element 4: A strong internal and external communications plan. Any provider that intends to intervene with diversity at the workplace needs to communicate clear, authentic expectations to a range of people. Internally, this includes all levels of staff, mentees from disadvantaged backgrounds, individuals with disabilities, and their families. Externally,

⁵⁶Berg, J. & Dutton, J. & Wrzesniewski, A. (2013) 'Job Crafting and Meaningful Work', In: B.J. Dik, Z.S. Byrne, & M.F. Steger (Eds.), Purpose and Meaning in the Workplace, American Psychological Association.

⁵⁷Wrzesniewski, A. & Dutton, E.J. (2001) 'Crafting a job: Revisioning employees as active crafters of their work', Academy of Management Review, Vol. 26, No. 2, pp. 179-201.

⁵⁸Schoberova, M. (2015) Job Crafting and Personal Development in the Workplace: Employees and Managers Co-Creating Meaningful and Productive Work in Personal Development Discussions.

providers that intend to intervene with diversity at the workplace should market themselves and their services throughout the community. Communication creates investment and engagement in the transformation process. It provides assurances, alleviates confusion, and tackles resistance to the transformation process head on.

Element 5: Building multiple and diverse community partnerships. This refers to engaging with organisations and state systems to create buy-in for the change process. These partnerships can happen with school, state agency offices such as vocational rehabilitation, CSOs. These partnerships can create new funding opportunities, expand opportunities for job seekers, and offer resources that build job seekers' human and social capital. Partnerships with other providers and those at the state level will allow sharing of ideas, and allow you to create a larger coalition invested in transformation.⁵⁹

⁵⁹Kamau, E., & Timmons, J. (2018). A Roadmap to Competitive Integrated Employment: Strategies for Provider Transformation. Bringing Employment First to Scale, Issue 20. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Glossary of terms

Inclusive workplace

Pelled, Ledford, and Mohrman (1999) define inclusion as the degree to which an employee is accepted and treated as an internal member by others in the work system. Roberson (2006) argues that inclusion refers to the removal of barriers to the employee's full participation and contribution to the organisation. Miller (1998) provides a similar definition of workplace inclusion and defines it as the degree to which different individuals are similarly described inclusion as the degree to which different individuals are allowed to participate and are enabled to contribute fully. Similarly, Lirio et al. (2008) recognise inclusion 'when individuals have a sense of belonging and inclusive behavior such as encouraging and valuing the contributions of all employees are part of everyday life in the organization'.

Furthermore, Avery et al (2008) define workplace inclusion as the extent to which employees believe that their organisations engage in efforts to include all employees in the organization's mission and operations in accordance with their individual talents.

A notable exception in the literature on inclusive workplaces is the work of Mor Barak, whose research is primarily in the field of social work. Mor Barak (2000) explains that "employees' perception of inclusion-exclusion is conceptualised as a continuum of the extent to which individuals feel part of critical organisational processes. These processes include access to information and resources, relatedness to supervisor and co-workers, and the ability to participate in and influence the decision-making process." Mor Barak developed a theoretical model of inclusion in which she posited that diversity and organizational culture would contribute to perceptions of inclusion-exclusion, which would then lead to job satisfaction, organizational commitment, individual well-being, and task effectiveness.

Difference between workforce diversity and inclusion

Winters (2014) notes that a key difference between workplace diversity and inclusion relates to the fact that workplace diversity can be mandated and legally regulated, while inclusion occurs through individual, voluntary actions. Inclusion means providing opportunities through organizational and managerial practices that offer realistic prospects for equal access to opportunities for employees belonging to certain social groups that face discrimination (Bell, Özbilgin, Beauregard, & Sürgevil, 2011; Roberson, 2006).

According to Ferdman (2014), workplace diversity is a practice that is real and exists in different groups and organizations, primarily as a result of globalisation. On the other hand, inclusion is based on what we do with that diversity, valuing people for their differences, not for their similarities. More importantly, inclusion creates work contexts in which people are valued and valued based on their individual characteristics, all together creating a complex work context that integrates numerous differences and similarities. In essence, inclusion is a way of working with workforce diversity: it is a process and practice through which groups and organizations learn how to benefit from existing diversity.

The practice of inclusion is dynamic and ongoing: because inclusion is created and re-created, on a continuum, through large and small changes, organisations, groups and individuals cannot work to become inclusive just once and then assume they are done; it's an endless approach to work and life.

In the existing literature, the following are recognized as key indicators of an inclusive workplace: participation in the organizational decision-making process (Mor Barak and Levin, 2002), reaching one's full potential (Roberson, 2006), a sense of belonging and uniqueness (Shore et al., 2011), whole person engagement (Nishii, 2013), inclusive organizational practices (Shore et al., 2018), inclusive leadership (Randel et al., 2018) and climate of inclusion (Nishii, 2013).

Inclusive work culture

Wasserman et al (2008) define an inclusive culture as a condition in which people of all social identity groups [have] the opportunity to be present, to have their voices heard and valued, and to engage in basic activities on behalf of the collective.

Inclusion at the group level

Groups create inclusion by engaging in appropriate practices and establishing appropriate norms, such as treating everyone with respect, giving everyone a voice, emphasizing cooperation, and resolving conflicts productively and authentically. In addition, one should consider the collective experience of group inclusion in relation to the sum of

individuals' experiences (Ferdman, Avigdor, et al., 2010), reframing it as a construct based on perception and interpretation—in this case at the group level.

Inclusive leadership and leaders

Leaders play an important role in fostering inclusion (Chrobot-Mason, Ruderman, & Nishii, 2013 and Wasserman, Gallegos, & Ferdman, 2008). Beyond the interpersonal behaviors that everyone can engage in, leaders have additional responsibilities, including holding others accountable for their behavior and making appropriate connections between organizational imperatives or goals—the organization's mission and vision—and inclusion. Beyond the particular practices of individual leaders, the approach to leadership that is preferred or valued in the organization also plays an important role in the practice of inclusion.

For example, leadership can emphasize a positive approach that builds on strengths and looks for ways to highlight the potential contributions of as many people as possible. In many ways, inclusive leadership is the key to engaging other levels of the multi-level framework; it can facilitate (and perhaps even be considered a key part of) inclusion in groups, organizations and societies, and help translate and spread inclusion across these levels.

Inclusive organisation

Organisational policies and practices play a key role in fostering a climate of inclusion and provide a context in which individual behavior and leadership are valued, cultivated and interpreted. This level of analysis is often the level that attracts the most attention from both scholars and practitioners. An organisation's culture—its values, norms, and preferred styles—as well as its structures and systems, provide the environment in which individuals communicate and interpret their experience.

Inclusive policies and practices should be embedded in most, if not all, of the organisation's systems, including, for example, how work is organized and performed; how employees are recruited, selected, evaluated and promoted; how, by whom and on the basis of which decisions are made, implemented and evaluated; and how the organisation engages with the surrounding community and other stakeholders.

Inclusive societies

Finally, these experiences, behaviours, policies and practices occur in the context of wider social frameworks, including policies, practices, values and ideologies that may or may not support inclusion. For example, in the United States, as in other societies, there has been much debate about whether it is valuable or appropriate for individuals and groups to remain culturally distinct within the larger society (Ferdman & Sagiv, 2012). Communities and societies (as well as international organisations) can take proactive steps to promote inclusion.

Inclusive communities and societies incorporate values and practices that encourage individuals and groups to maintain and develop their unique identities and cultures while continuing to fully and equally belong and participate in the larger community.

Annexes

Tool 1: Observation in the company for the purpose of 'job carving'

WHAT IS NEEDED WHEN YOU DESIGN A WORKPLACE?

The process of designing/shaping jobs (known in the literature as 'job carving') implies to the adaptation of work tasks, responsibilities and working conditions with aim to enable the successful work integration of people with different abilities, including people with intellectual and physical disabilities.

This implies recognizing the individual needs, abilities and limitations of employees, as well as creating a working environment that will support them to be successful in their tasks.

The adjustments (the 'job carving') may include:

- change of work tasks
- (re)distribution of responsibilities
- modification of the working conditions
- provision of necessary aids and technologies

as well as training of employees and colleagues for support and cooperation.

The goal of 'job carving' is to create an inclusive and non-discriminatory work environment where all employees have equal opportunities and can contribute to the company. This approach not only improves the working conditions of people with different abilities, but in the long run it also benefits the company itself – improved productivity, team efficiency, which in turn is reflected in increased profits.

To approach workplace design/shaping, the company needs to demonstrate:

1. openness to a workplace design/shaping process
2. to designate a contact person/s in the company, as well as where the person seeking help and support should address to

The inclusion mentor who will approach the design/shaping of the workplace should initially know:

1. MISSION AND VALUES - What are the company's mission and values and the firm's commitment to inclusivity and equity
2. WORK CULTURE - What is the work culture in the company, styles of communication, cooperation, teamwork and attitude towards diversity and inclusion
3. BUSINESS MODEL AND OPERATIONS – It is important to understand both the business model and how the company operates, including processes, organisational structure and the relationships between different business functions
4. INCLUSIVE PRACTICES – Information about existing inclusive practices and initiatives in the company, including programmes for inclusion and support of different employees.
5. COMPANY POLICIES AND PROCEDURES – Familiarity with company policies and procedures, including policies on equal treatment, workplace adaptation, confidentiality...
6. CONTACT INFORMATION - How and where to contact for help and support in the workplace design/design process

Implementing job carving in the workplace requires close cooperation between the inclusion mentor, the HR department or a professional mentor in the company and the job seeker. As important as the role and skills of the inclusion mentor is, so is a prepared and supportive work environment that improves the chances of successful work integration and retention, employee satisfaction, professional development and achievement of work goals.

I FOCUS ON THE COMPANY

ZOOM OUT PICTURE

1. What does the company do, how does the work process flow, how are the different departments connected in the work process, what is the organisational structure?
2. When does the company have the highest volume of work, during the day, during the week, during the year?
3. What are the biggest challenges that the business faces in its daily operations?

ZOOM IN PICTURE

4. Are there tasks that could be performed more efficiently or more often? What are those tasks? What is "slowing you down" as a company?
5. Are there tasks that don't get done because no one has time for them? What are those tasks?
6. Are there tasks that take employees away from their core job responsibilities and make them less effective at their jobs?
7. Does the company have employees who work overtime?
8. Are there tasks for which the employer normally uses temporary or outsourced employees?
9. If the business and employees could have help with anything, what would it be?

PERSPECTIVE

10. What are the areas of potential growth for the business?
11. Are there products and services that the business would like to offer or could offer in the future that have not yet been developed?
12. What kind of work atmosphere and culture does the company have?

YOU RECOGNIZE A JOB TASK FOR THE PERSON YOU ARE MENTORING...

II FOCUS ON THE TASK

1. How is that work task being performed now?
 2. Who does what in the work process to complete that task?
 3. How long does it take to complete the task, when and how should it be completed?
 4. How is this task related to other tasks and what is the relationship with other employees?
 5. What is the importance of the task and how does it fit into the production process? Are other tasks dependent on this task?
 6. How do the employees involved in completing this task view the activities and their value? How open are they to new and new employees?
 7. What job skills does the specific task require? Who has those skills? Can a person who has those skills be a professional mentor?
 8. What social skills does the specific task require?
- (behavioral technical competencies – eg attention to detail, time management... and behavioral personal competencies eg energy, teamwork, flexibility...)

III FOCUS ON THE INDIVIDUAL, THE MENTORED PERSON (MENTEE)

1. What are your mentee's affinities?
2. What are the abilities, skills of your mentee?
3. What are the limitations of the person to consider?

4. Does your mentee have previous work experience?
5. What are the specific characteristics of your mentee, which sets him apart and can give him an advantage in certain work tasks? (for example, likes to focus on details, likes to work in isolation, individually, or likes to communicate with people and be part of a team)
6. What and what is it that you recognize as a key obstacle in entering the labor market for your mentee, that he does not want, cannot or must not?
7. What job tasks do you consider to be most suitable for your mentee?
8. What workplace do you think is the most suitable for your mentee?

Summarize your observations in the following table:

List of tasks in monitored profiles/jobs	How important and productive is the workplace for the company?	How can the mentee perform the task(s)? (individual, with support, training, etc.)

Create a description of the designed workplace, specify:

1. What is the newly created job position?
2. What are the duties and responsibilities of the position?
3. What knowledge, skills and qualifications are required for the position?
4. What adjustment/adaptation is required? (physical, technical-technological, working hours, social support...)
5. What kind of training/training is required?
6. Is there a need for supervision or other support (for example, transportation)?

Summarize the new job insights in the following table :

List of possible jobs that can be rearranged	Possible tasks that the mentee can complete	Joint or individual task	Adjustment needs	Training needs	Supervision needs	Needs for technological and other support

Make sure your mentee understands their job duties. If you think it is necessary, draw the work process, bring it pictographically! If it is part of related work activities, define the time required to complete the task.

Tool 2: Job carving plan

JOB CARVING PLAN the needs of the workplace and the skills of the mentee	
Mentee (code):	
Mentor for work integration:	
JOB POSITION AND JOB DESCRIPTION	
MAIN TASKS	Task 1: Task 2: Task 3:
OTHER TASKS	
ORGANISATION OF THE WORKPLACE	Start of working day: Break: End of working day: Other interventions related to the organisation of tasks and the working time:
SKILLS AND QUALIFICATIONS REQUIRED FOR THE JOB	SKILLS AND QUALIFICATIONS OF THE MENTEE
Qualifications required for the position	Qualifications of the mentee
1. 2. 3.	1. 2. 3.
Behavioral-technical competencies required for the job	Behavioral-technical competencies of the mentee
1. 2. 3.	1. 2. 3.

<i>Behavioral personal competencies that make the person suitable for the job</i>		<i>Need for adaptation/adjustment of the space, the technical performance of the tasks and other aspects of the operation (if yes, who/what does)</i>	
1.		1.	
2.		2.	
3.		3.	
<i>Need for training/training (if yes, who performs it, for how long)</i>		<i>Need for supervision and other support (transportation, task sharing)</i>	
ADDITIONAL INFORMATION THAT THE PROFESSIONAL MENTOR SHOULD HAVE FOR THE MENTEE			
CONCLUSION			

- Behavioural technical competencies (examples): attention to detail, effective listening, time management, problem solving, customer relationship building, effective communication.....
- Behavioural personal competencies (examples): agility (energetic), ethical, flexibility, patience, approachability, commitment to results, takes initiative, teamwork, individual more isolated work, building relationships/connections, handling conflicts...

Tool 3: Job Crafting Exercise

(developed by Berg, Dutton, and Wrzesniewski (2013) and based on JD-R Model)

Aim:

- To guide the inclusion mentors in leading the discussion how certain job can be modified and restructured from the perspective of those currently performing the job tasks by viewing what tasks are malleable, craftable, and in control of the employee to act upon.
- To identify which aspects are demands, and which are resources, aspects that the employee could benefit from more of, in terms of reducing psychological costs—stress, energy, etc. as well as aspects where the employee could welcome a stretch or a challenge.

Step 1: Identify employee`s strengths

Note: Strengths, passions and motivations may change over time. The activities and items listed here are a starting point for the employee to reflect on their professional role. Advice the employee to take the time each day to think about what brings him/her joy at work and how they can keep doing it.

Identifying the strengths (if they don't already know them) and areas of enjoyment is an important step to make sure the employee craft his/her job into one which brings joy. The prompt questions below can help navigate this process.

- What tasks or activities at work make me lose track of time?
- What do my co-workers rely on me most for?
- What am I working on right now that I'm excited about?
- What is an accomplishment that I'm proud of? Why?
- What is a task or behaviour that I have received positive feedback for?

Step 2: Create what's known as a 'Before Sketch': Guide the employee into understanding how he/she is allocating and spending the working time across various tasks. He/she should be encouraged to think broadly about resources and demands, in the characteristics of the job—psychological, physical, organisational, and social aspects. Start by asking the following questions:

- What tasks are embedded into the job? Identify them and delineate them clearly.
- What skills you invest into the job tasks?
- What level of physical or psychological effort you put into the various tasks? What requires more and what less?
- Are there aspects that demand emotional strain that can also lead to costs like stress, burnout?
- What kind of resources in the organisation (people, processes, guidelines, etc.) help you accomplish the work goals? Which have positive and others that have potentially negative impacts of job demands?
- How career prospects, training, and autonomy are job resources you use?
- What aspects of support your optimism and self-efficacy?

Step 3: Developing 'Task Blocks': The next step is to group together the whole job into three types of Task Blocks. The biggest of these blocks are for tasks which consume the most of the effort, attention, and time; the smallest blocks are for the least energy-, attention-, and time-intensive tasks, and some will fall into the middle, 'medium-sized' blocks. Start by asking the following questions:

- Which are tasks which consume the most of the effort, attention and time? Identify them and delineate them clearly. Which one would you like to keep on performing? Which one would you like to get rid of?
- Which are tasks which consume the least of the effort, attention and time? Identify them and delineate them clearly. Which one would you like to keep on performing? Which one would you like to get rid of?
- Which are tasks which fall into the medium in regards to the effort, attention and time? Identify them and delineate them clearly. Which one would you like to keep on performing? Which one would you like to get rid of?

Step 4: Create 'After Diagram': With this knowledge of how the personal resources of the employee get allocated, the inclusion mentor together with the employee can now craft an After Diagram of what the ideal role of the employee will look like. The goal is not to step completely outside of what the employee is formally required to do, but to use the strengths, passions, and motives to create something more meaningful. And in doing so, the inclusion mentor uses the same idea of task blocks—of course, this time with different priorities. Important in this step is to be mindful where the new 'frames' of tasks connect with the job carving plan intended for the mentee. Start by asking the following questions:

- What tasks are to be embedded into the desired new job? Identify them and delineate them clearly.
- Which resources in the organisation (people, processes, guidelines, etc.) can help you accomplish the desired new job?
- What new skills you need to invest in yourself to perform the desired new job?
- In what way can career prospects, training, and autonomy be useful job resources at the desired new job?
- How can the desired new job support your optimism and self-efficacy?

- Which aspects of the job tasks are allocated to a new job position? How do you value it? How do you see the professional relation with the new employee?
- How do you negotiate this with the management and the employer?

Step 5: Developing connections: This last step should enable the inclusion mentor together with the employee to agree on an Action Plan that sets out clear goals for the short- and long-term in how the employee is going to move from the Before Diagram (current job) to the After Diagram (ideal job) taking into consideration the personal goal for the job and the newly designed job for the mentee. This is the step where the job carving plan should be coherent to the personal After Diagram plan of the employee. Start by asking the following questions:

- How do you see a plan moving forward in achieving the 'ideal' job?
- Who can support you in achieving it?

The diagrams can be summarised in the following table:

Tasks I Do	People I interact with
Tasks I want to do more	People I want to interact with more
Tasks I want to do less	Tasks that I can deprioritise (I am spending too much time on)

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