Supporting students with disabilities in entering the job market by applying coaching tools

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Abstract: The article constitutes a description of the project taking place at one of Polish universities[1]. The authors have been trying to point out the fact that applying a coaching method could help persons with disabilities achieve their professional goals by discovering their potential. When pursuing their plans, persons with disabilities often come across obstacles that prevent them from achieving their goals that are present in their closest environment. The authors have pointed out that applying appropriately selected tools during training courses and coaching sessions will allow students to overcome the barriers to obtain their dream jobs.

This article has two parts. The first part presents a theoretical discussion on the concept of coaching. The second part, empirical, describes assumptions of the project that is being implemented at one of the universities. The assumptions to the project included an analysis of students' disabilities and suggested the most effective coaching tools compatible with students' disabilities. The analyses constitute introduction to further actions such as the implementation of coaching tools and results' analysis.

Key words: coaching, coaching tools, job market

1. Introduction

According to Olga Rzycka, coaching is a development process whose objective is to assist its participants in attaining their goals by locating and applying appropriate resources they can find in the nearest 'ecosystem' (Rzycka, 2011, p. 11). During the process, the client discovers, reinforces, and uses the resources at his disposal, which then leads to the release of the potential needed to achieve the client's goals. In a situation when a client has very limited resources (e.g. limited mobility), he can work out his own way to achieve the goals by searching for alternative means of operation. The client learns to see his surroundings through the possibilities that are available to him.

The authors of this paper have been trying to point out the fact that applying coaching methods could help persons with

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disabilities achieve their goals by discovering their potential. When pursuing their plans, persons with disabilities often come across obstacles that are present in their closest environment. Both scientific literature and trade press often discuss the issues connected with implementation and effectiveness of coaching tools in business, however, they hardly ever tackle the problem in reference to students, almost completely overlooking persons with disabilities.

This article has two parts. The first part presents a theoretical discussion of the concept of coaching. The second, empirical part describes assumptions of the project that is going to be implemented at one of the universities in Poznań. The assumptions to the project include an analysis of students' disabilities and suggest the most effective coaching tools compatible with students' disabilities. The analyses constitute introduction to further actions such as the implementation of coaching tools and results' analysis. The method that has been used in this paper is literature analysis. The methods of interview, questionnaire and statistical analysis of the Kruskal-Wallis are going to be used in later research. The authors have made a hypothesis that universal coaching methods that exist on the market will boost disabled students' confidence, time management, an ability to deal with stress and awareness of their strengths and weaknesses as well as their goal setting abilities which will be helpful for them to enter the job market.

2. Coaching—the notion

Initial attempts to define the notion of coaching may be searched out in the philosophy of Socrates. The philosopher claimed that he had no intention to teach anybody anything but his goal was to make people think. In his opinion, the role of a teacher was not only to pass knowledge but first and foremost to show the way the student should follow (Kołodziejczak, 2015). This is what makes coaching stand out. This method supports the development of every person.

Timothy Gallway, John Whitmore and Myles Downey, all deriving from sporting circles, are considered to be the precursors of coaching which is now used in management. It was them who in the 1970s transferred their knowledge of sports psychology onto organization management. They launched first coaching schools and shared their experiences in books which they wrote (Wujec, 2012). The basics, therefore, were built around solutions used in sports with the intention to improve sportsmen's results (Brzeziński, 2013).

Along the sport-related coaching, life coaching started to develop in the USA. It provoked as great interest as psychotherapy, and even parapsychology did at that time. In the late 1970s, both in the USA and Europe, coaching started to be utilized in business (Kraczla and Wziątek-Staśko, 2016).

The method gained popularity in Europe in the 1980s. It was received in Polish companies a few years ago and described as 'a process of training and determining employees' goals at the workplace, as well as providing them with help in removing barriers that prevent them from optimal functioning' (Holiday, 2006, p. 16).

Due to a dynamic evolution of coaching during the past decade, the literature of the subject matter is characterized by considerable chaos regarding the terminology of the concept.

Therefore, it is difficult to point out just one correct definition of the concept which would in the most accurate manner explain the essence of the method. For example, Małgorzata Sidor-Rządkowska claims that the essence of coaching is 'a dialogue in which the axis is built on insightful and properly asked questions' (Sidor-Rządkowska, 2015, p. 45).

On the other hand, Robert Dilts defines coaching as a process of helping people reach their maximum capability. It involves the development of our strengths and combating inner resistance. It also requires overcoming our own limitations to achieve personal excellence (Dilts, 2006).

Maciej Bennewicz just like R. Dilts thinks that coaching makes it possible to discover one's personal motivations and challenge an individual development path. It also allows accessing the limiting beliefs which block our effective performance and mechanisms that build personal success strategies (Bennewicz, 2011, p. 31).

Carol Wilson also defines coaching as a process which allows a person to find and implement solutions adequate to his/ her worldview and appropriate for the particular person (Wilson, 2010). The notion has been given a different interpretation by John Whitmore who claimed that coaching releases human potential and supports maximization of one's results. It is helping people to learn rather than teaching them (Whitmore, 2011). Whitmore sees coaching as a process of continuous self-improvement, and its main goal is to assist in the development of human potential.

Anthony M. Grant, on the other hand, views coaching in a slightly different way. He defines it as collaborative planning of activities which focus on specific solutions and results. Thus, a coach enhances life or professional performance of a client and supports his/ her personal development and self-learning (Grant, 2001).

An interesting interpretation of coaching is also provided by Sara Thorpe and Jackie Clifford who define the concept as 'helping someone enhance and improve their performance through the reflection on how they apply a given skill or knowledge' (Thorpe and Clifford, 2004, p. 17). When quoting the definitions of coaching, one should also pay attention to the interpretation of the International Coach Federation[2] which describes coaching as a partnership with clients in a thought-provoking and creative process that aims to inspire the client to maximize personal and professional potential.

When analyzing the above definitions, we can conclude that coaching is a method which gives people the ability to adapt and introduce effective changes in an organization. It also constitutes a certain form of a dialogue which follows a set of accepted principles, such as empathy, respect, openness, sympathy or a stringent observance of the obligation to tell the truth (Whitworth, Kimsey-House and Sandahl, 2010, p. 22). You can also assume that because coaching influences the imagination and values of an individual, it also helps to determine the behaviour and way of thinking or even our attitudes (Hargrove, 2006).

The 1980s was when two fundamental directions for coaching took shape, i.e. business and personal. Business coaching, connected with the development of managers, split up into *professional*, *executive*, and *leadership coaching*. Whereas personal coaching, referring to per-

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[2] A global organization of professional coaches.

sonal and intellectual development, health and spirituality, split up into *personal coaching*, *life coaching* and *health coaching* (Wujec, 2012).

In the 1990s, coaching became popularized as a separate service. In the effect of quick dissemination of the concept, its wide-ranging promotion, also by people having no connection to the field, and not always correct assimilation in different countries, many ambiguities connected with the interpretation of the concept emerged. Consequently, many persons concerned investigated it in relation to terms with similar meaning, such as therapy or counselling (Kreyenberg, 2012).

The development of a market economy and globalization brought about an absolute novelty in the scope of application of coaching in the 1990s—multiculturalism of business. This characteristic was enriched in the first decade of this century by diversity which posed new challenges for coaches and pointed out a cultural context as a direction for achieving goals (Wujec, 2012).

The new millennium also affected the factual professionalization of coaching. Numerous qualifications related to coaching receive recognition, and business coaching has become a profession (Kreyenberg, 2012).

The core of coaching focuses on searching for possibilities and solutions which will allow the individual being coached use the knowledge resources available to them. It is also necessary to find appropriate motivation factors. Therefore, coaching at its core isn't an activity which means to teach. A coach should only help the participant find a direction so that they could themselves feel the urge to discover and learn new things (Pawlisiak, 2013).

As Małgorzata Sidor-Rządkowska points out, 'the essence of coaching is a dialogue whose axis are insightful and properly asked questions' (Sidor-Rządkowska, 2015, p. 45). The coach's job is to conduct a conversation in a way which will be beneficial for the client. The focal point of a coaching conversation is the client's situation, and the coach must understand it and suggest changes taking into consideration values, a train of thought and the pace of learning of the person coached. The core of coaching is, therefore, providing the support which will encourage the client to face the challenge 'by overcoming obstacles and taking action' (Kraczla and Wziątek-Staśko, 2016, p. 244).

3. Coaching tools as a means to support students with disabilities in entering the job market

3.1. Collegium Da Vinci students with disabilities

In the school year 2017/2018 there were 51 persons with a disability at Collegium Da Vinci. Types of disability were: mobility impairment—19 persons, eye diseases—2 persons, voice and speech disorders and hearing diseases—1 person, neurological diseases and mental illness—13 persons, metabolic, endocrine, respiratory diseases, other—16 persons (Table 1).

Table 1. The table shows data on CDV disabilities in the school years 2017/2018 and 2016/2017

Type of disability	Number of people (school year 2017/2018)	Number of people (school year 2016/2017)
Mobility impairment	19 (mild—8, moderate—8, severe—3)	18 (mild—8, moderate—6, severe—4)
Eye diseases	2 (moderate—1, severe—1)	2 (moderate—2)
Voice and speech disorders and hearing diseases	1 (moderate—1)	3 (mild—2, moderate—1)
Neurological diseases and mental illness	13 (mild—3, moderate—8, severe—2)	12 (mild—4, moderate—5, severe—3)
Metabolic, endocrine, respiratory diseases, others	16 (mild—2, moderate—12, severe—2)	18 (mild—5, moderate—9, severe—4)

S o u r c e: Authors' own elaboration based on research.

For comparison, in the school year 2016/2017 there were 53 people with a disability at CDV Types of disability: mobility impairment—18 persons, eye diseases—2 persons, voice and speech disorders and hearing diseases—3 persons, neurological diseases and mental illness—12 persons, metabolic, endocrine, respiratory diseases, others—18 persons (Table 1).

Data analysis leads to the conclusion that it is justified and necessary to introduce support programmes for students with disabilities to help them enter the job market. Collegium Da Vinci being an academy which combines practical approach with science would like to make a contribution to equalization of opportunities for all students.

3.2. Supporting students with disabilities in entering the job market programme

The objective of the project being implemented at Collegium Da Vinci is supporting students with disabilities in entering the job market. The actions taken to date included support by employment counsellors. A 6-stage project has been implemented since March 2018. The first stage, which took place between April and June 2018, involved selecting and adapting coaching tools for students in particular disability groups. The selection was carried out by expanding knowledge on coaching tools, having conversations with college employment counsellors and students. The second stage scheduled for the period between October 2018 and January 2019 involves training on using coaching tools and coaching sessions for students with disabilities. The third stage will take place in February 2019 and will involve monitoring and getting feedback from students regarding the effectiveness of applied tools and coaching sessions which they participated in. The tools which are going to be used for collecting information are interviews, surveys, and e-mails. The fourth stage will take place in March 2019 and will involve completing work on coaching tools selected for the project to improve their effectiveness of usage by students with disabilities. This stage will end when the tools are transferred to the Career Services office and the employees of the unit undergo training on how to use them. During the fifth stage scheduled for April 2019, the coaching tools will be implemented in the support programme for students with disabilities to be used

by the Career Services office on a regular basis. The project will end in June–September 2019 with an analysis of the expected results and the summary of the study.

Anticipated results in terms of entering the job market: increased self-confidence, goal setting, effective planning and implementation of actions, time management, expanding own opportunities, entering the job market with confidence in one's own competences and resources, being familiar with tools to deal with failure and stress as a result of getting a job and staying in the job market.

4. Description of coaching tools selected for the project

Practical coaching uses various tools. It must be pointed out that the tools may be modified depending on the needs determined by clients. A defined goal and implementation of a plan impose changes and flexible approach to the applied tools.

Unquestionably, the most popular tool is the Wheel of Life (Vickers and Bavister, 2007), in the literature also referred to as the Wheel of Priorities (Wilczyńska et al., 2013). It serves as a diagnosis of how the clients view their lives. It is easy to make and it doesn't require any special preparation, which is particularly important when we work with persons with disabilities. What you do is you draw a diagram including different areas of life, selected by the coach or the client (Vickers and Bavister, 2007). The coachee marks the level of satisfaction with regard to these particular areas according to the provided scale (Wilczyńska, Nowak et al., 2013). The graphic representation expands the client's perspective, creating a symbolic image of the client's life (Vickers and Bavister, 2007). The client has a chance to see whether he is satisfied with the way he functions in a particular area of life. Such an experience presents possibilities of becoming open to make changes by taking certain action or by increasing the involvement of resources, e.g. in terms of time. Identifying these areas automatically points the client towards his priorities, which is crucial when it comes to the formulation of effective goals in accordance with the principles. High usefulness of the Wheel of Life results from the fact that it allows for the modification of the tool in the areas of life dimensions which are subject to scrutiny, detailing aspects of a given area or situation and competence analysis. It may also constitute a basis for alternative exercises such as drawing several wheels which illustrate the present and the ideal way of spending time by the client (Rogers, 2013). The value of the tool is also in its multiple usages, at the beginning of the process for diagnosis, during and at the end of the process when it provides feedback on the observed changes.

Another applied tool is a Goal Map, which also goes by other names, such as a Treasure Map or a Vision Board (Wilczyńska et al., 2013). Nevertheless, the opinion of the authors is that the name Goal Map more accurately reflects the message of this tool. According to Julie Starr, goals which are appropriately set and reinforced by techniques are the basis for the success of the coaching process. The authors bring to attention the fact that it is necessary to monitor progress continuously if the client is to make actual progress (Starr, 2005). Feeling life satisfaction is associated with the ability to set goals and achieve them. The feeling of pride increases self-confidence and gives the courage to set new goals. It is also inseparably connected with fast regeneration after a failure as it can be used for feedback. Repeti-

tive thinking about the set goals contributes to the success of actually achieving them, which favours the appearance of the information sieve effect. Persistence in thinking and watching your goals facilitate the work of the subconsciousness, which is appropriately programmed by the client. We can achieve the same effect by introducing affirmations and visualizations into our lives. It is also making use of the principle that thought shapes reality—what one constantly thinks about becomes a fact. Making a treasure map involves collecting coloured photos, pictures that present the client's goals. The client sticks the images on a large sheet of paper around his photo and hangs it in the place of his choice. It is essential that the client looks at the Goal Map many times during the day. Thanks to this, he will have the goals in front of his eyes all the time. The clients have the opportunity to recall the value of their goals (Wilczyńska et al., 2013), which will stimulate them on an emotional level. When managing time on an everyday basis, it will be easier to give up competing proposals and time wasters. Making the Goal Map is fun for the client, which is certainly the added value of this tool. The ease of making maps should not go unmentioned, as it makes it feasible for people with disabilities.

The Eisenhower Matrix is another tool suggested for work with people with disabilities. It is one of the most valuable techniques for time management. It assumes the division of tasks to do according to their urgency and importance (Kozyra, 2015). A man tends to perform urgent tasks that are not necessarily important. It is worth noting that the importance of the task refers to how important the task is to the individual in terms of approaching the set goals (Wilczyńska et al., 2013). The assumption is that tasks from the not important/ not urgent quadrant, so-called time wasters, do not bring the client closer to his goals and do not increase the level of his life satisfaction. The multitude of tasks in this quadrant may indicate a problem with procrastination. The quadrant of urgent and unimportant tasks shows tasks that can be delegated. There is a correlation between a small number of tasks in this quadrant and a large one in the urgent and important quadrant. We may draw a conclusion that this is a sign of the lack of ability to delegate. The important and not urgent quadrant is an area of self-development, systematic achievement of goals. A large number of tasks in here prove effective and rational planning. Organizing tasks on the matrix makes the client realize what his days are filled with. It often leads to a moment of insightful discovery and may become a turning-point in life. The making of the matrix itself is feasible for a person with a disability. The process of completing sections is aided by the coach who asks appropriate questions.

Another coaching tool is metaphors. Its role is to take the client to the subconsciousness that makes use of the symbolism of images. Thanks to metaphors, the coachee, in a natural way, without justified resistance due to turning off the critical awareness, opens up to new possibilities, notices new things, and puts himself in a position which, if it was in different circumstances, he wouldn't have space and internal openness to do. Every person has a set of inherent symbols which come from their personal history (Bennewicz, 2011). Metaphors draw their powers from the language of artifacts and collective thinking regarding each person. Opening up to opportunities that symbols give, allows a person to see themselves in a different light, at the same time building analogies and associations which distance the creator from their creational ideas (Bennewicz, 2011). However, it is important that the imagery is adapted to the client. Before we use a metaphor, we need to make sure that a given symbol

doesn't have any bad connotations for the client, and is not a carrier of some previous trauma. We should remember that metaphors have a strong force as they use the language of suggestions. Hence, their undeniable value when working with a client.

Another tool selected to be used in the project is Visualizations. Visualizations use imagination to create images of goals and dreams. However, we also use them to stimulate creativity. Imagining things and fantasizing are natural activities performed by people, and next to metaphors they are one of the strongest powers of our mind. Creating a mental image always precedes taking action by a human (Paul-Cavallier, 2009). It takes place on the levels of subconsciousness and consciousness. Using visualizations involves intentional orientation of this power towards clearly defined objectives. It may be a need of rest, increased self-confidence, mental training, greater motivation to take action, and many others. It must be noted that visualization is not only 'seeing with the inner eye' but it is also hearing with the inner ear, feeling with inner hands, and smelling with the inner nose. All together they create the effect of synergy. Images formed in the process which we repeat multiple times can become reality (Paul-Cavallier, 2009). The example may be mental training by sportsmen or speakers (Bowkett, 2000). Everyday visualization of goals produces a conflict in the subconsciousness between the imagined and the reality (Confield and Chee, 2014). This, in effect, brings about the demand for restoration of balance and matching up the reality with the envisioned situation. The value of visualization results from its impact power and the role it plays in making the client realize forgotten competences and possibilities (Paul-Cavallier, 2009). Doing visualization exercises takes place under the leadership of a coach, but it can also be performed successfully by the client himself. Based on the natural ability of a human to create images, the tool can be applied to work with persons with disabilities.

Walt Disney method was another tool implemented in the project. Just like visualizations and metaphors, this method uses the power of the human imagination. This technique reflects the attitude of Disney who believed in the power of imagination and went on from dreaming to achieving his objectives (Wilczyńska et al., 2013). Thanks to the tool, we can accomplish the same by assuming the roles of Dreamer, Realist, and Constructive Critic in the process. When in the role of a Dreamer, the client activates his imagination (Wilczyńska et al., 2013), creates visions and makes plans. At this stage it is prohibited to deliver any criticism, instead, it is of value to expand the ideas (Bennewicz, 2011). The Realist ponders how to bring the dreams into reality (Wilczyńska et al., 2013). It is time to analyze resources, competences, and ways to deliver and make plans. Lastly, the client becomes a Constructive Critic who foresees and analyzes all possible problems which might adversely affect his plans (Wilczyńska et al., 2013). Using the tool properly results in the client establishing his goals, and determining implementation stages. This tool can be used as a way to activate creative thinking.

The techniques allow focusing on the potential of an individual. Persons with disabilities are particularly at risk of withdrawal. The effectiveness of the presented techniques allows extracting resources and competencies of an individual. Undeniably, the value is in the client seeing his strengths but also stretching horizons of opportunities or leaving his comfort zone.

5. Adjusting coaching tools for individual support of a student with a disability

The assumption was to select coaching tools suitable for the largest possible number of people. It appears that the choice meets the expectations (Table 2).

Table 2. Adjusting coaching tools depending on a disability

Type and level of disability	Tool
Mobility impairment (all levels)	Wheel of Life, Goal Map, Eisenhower Matrix, Metaphors, Visualization, Walt Disney Method
Eye diseases (all levels)	Wheel of Life, Goal Map, Eisenhower Matrix, Metaphors, Walt Disney Method
Voice and speech disorders and hearing disease (all levels)	Wheel of Life, Goal Map, Eisenhower Matrix, Metaphors, Visualization, Walt Disney Method
Neurological diseases and mental illness (all levels)	Wheel of Life, Goal Map, Eisenhower Matrix, Walt Disney Method
Metabolic, endocrine, respiratory diseases, others (all levels)	Wheel of Life, Goal Map, Eisenhower Matrix, Metaphors, Visualization, Walt Disney Method

S o u r c e: Authors' own elaboration.

The Wheel of Life, because of its universal and flexible character that can be easily adjustable, may be applied in work with people with all types of disabilities. It is important to adapt the message for people with vision impairment, speech and voice disorders, and hearing impairment. In the first case, we rely on verbal communication taking advantage of the possibility to record and listen to recordings, in the second case we rely on visual stimuli—a wide range of activities such as writing, painting, using scissors and glue. People with mental illness require especially careful and sensitive approach when it comes to meeting their individual needs.

Another tool selected for the project, a Goal Map, has been suggested for all types of disabilities. In this case, it was also necessary to adapt the learning about the tool and its application to individual persons. Persons with vision impairment make the Goal Map by verbalizing and listening to recordings.

The Eisenhower Matrix is a tool which can be used with students with all types of disabilities. The matrix must be adapted for persons with voice, speech and hearing disorders as well as vision impairment before it can be made and discussed.

'Metaphors' is a tool suggested for use with persons with mobility impairment, vision and hearing impairment, metabolic, endocrine, respiratory diseases, and others. In the case of persons with vision impairment, the exercises will be performed in writing on paper or on a computer.

'Visualizations' is a tool suggested for use with persons with mobility impairment, voice and hearing impairment, metabolic, endocrine, respiratory diseases and others. Visualizations won't be used in work with people with visual impairment because it is impossible to establish the possibility of imagining pictures. The authors of the project are however open

to using this tool to work with persons with visual impairment in the future. Notwithstanding, the application needs to be preceded by conversations with students and expanding knowledge regarding this type of disability.

Visualizations and Metaphors will not be applied to work with persons with neurological and mental disorders. Such methods activate subconsciousness and the authors don't feel sufficiently competent to deal with these areas.

'Walt Disney method' has been selected for use with persons with all types of disabilities. This tool must be modified with regard to a type of disability. Persons with mobility impairment are going to perform this exercise statically; persons with visual impairment through conversation, recording and listening to recordings; people with hearing disorders in a graphic way.

The project assumes conducting workshops for five months, from October 2018 to February 2019, for each student with a disability. The workshop will take place twice a month, 45 minutes each. The expected maximum number of persons in a group is 6. The authors allow forming groups of people with different types of disabilities. Every student is expected to take part in three individual 50-minute coaching sessions every month. The programme's effectiveness will also be enhanced by students' own work. The authors expect that students will do exercises on their own after workshops and sessions, following directions of a trainer or coach. Types of disability and suggested support system are presented in Table 3.

Table 3. Types of disability and suggested support system

Type of disability	Duration of the process	Suggested workshops and coaching sessions	Self-study	Selected tool	Anticipated effect
Mobility impairment (all levels of disability)	October 2018—February 2019	45-minute workshops twice a month Coaching sessions—three 50-minute sessions during the period of the project	Yes	The Wheel of Life A Goal Map The Eisenhower Matrix Metaphors Visualizations Walt Disney method	Increasing awareness regarding life areas Increasing awareness of satisfaction level in the selected life areas of a person Increased satisfaction in the designated life areas Identification of goals Monitoring goal progress Achievement of goals Realization of the value of time management Ability to prioritize Identification of time wasters and ability to give them up Increasing awareness related to one's competences and possibilities Decreasing stress level Expanding the range of tools increasing the level of satisfaction Decreasing stress level Increasing creativity Ability to set goals

Type of disability	Duration of the process	Suggested workshops and coaching sessions	Self-study	Selected tool	Anticipated effect
Eye diseases (all levels of disability)	October 2018—February 2019	45-minute workshops twice a month Coaching sessions—three 50-minute sessions during the period of the project	Yes	The Wheel of Life A Goal Map The Eisenhower Matrix Metaphors Walt Disney method	Increasing awareness regarding life areas Increasing awareness of satisfaction level in the selected life areas of a person Increased satisfaction in the designated life areas Identification of goals Monitoring goal progress Achievement of goals Realization of the value of time management Ability to prioritize Identification of time wasters and ability to give them up Increasing awareness related to one's competences and possibilities Decreasing stress level Expanding the range of tools increasing the level of satisfaction Increasing creativity Increasing awareness related to one's competences and possibilities Ability to set goals
Voice and speech disorders and hearing diseases (all levels of disability)	October 2018—February 2019	45-minute workshops twice a month Coaching sessions—three 50-minute sessions during the period of the project	Yes	The Wheel of Life A Goal Map The Eisenhower Matrix Metaphors Visualizations Walt Disney method	Increasing awareness regarding life areas Increasing awareness of satisfaction level in the selected life areas of a person Increased satisfaction in the designated life areas Identification of goals Monitoring goal progress Achievement of goals Realization of the value of time management Ability to prioritize Identification of time wasters and ability to give them up Increasing awareness related to one's competences and possibilities Decreasing stress level Expanding the range of tools increasing the level of satisfaction Increasing creativity Ability to set goals

Type of disability	Duration of the process	Suggested workshops and coaching sessions	Self-study	Selected tool	Anticipated effect
Neurological diseases and mental illness (all levels of disability)	October 2018—February 2019	45-minute workshops twice a month Coaching sessions—three 50-minute sessions during the period of the project	Yes	The Wheel of Life A Goal Map The Eisenhower Matrix Walt Disney method	Increasing awareness regarding life areas Increasing awareness of satisfaction level in the selected life areas of a person Increased satisfaction in the designated life areas Identification of goals Monitoring goal progress Achievement of goals Realization of the value of time management Ability to prioritize Identification of time wasters and ability to give them up Increasing awareness related to one's competences and possibilities Ability to set goals Increasing creativity
Metabolic, endocrine, respiratory diseases, others (all levels of disability)	October 2018—February 2019	45-minute workshops twice a month Coaching sessions—three 50minute sessions during the period of the project	Yes	The Wheel of Life A Goal Map The Eisenhower Matrix Metaphors Visualizations Walt Disney method	Increasing awareness regarding life areas Increasing awareness of satisfaction level in the selected life areas of a person Increased satisfaction in the designated life areas Identification of goals Monitoring goal progress Achievement of goals Realization of the value of time management Ability to prioritize Identification of time wasters and ability to give them up Increasing awareness related to one's competences and possibilities Decreasing stress level Expanding the range of tools increasing the level of satisfaction Increasing creativity Achievement of goals Ability to set goals

S o u r c e: Authors' own elaboration.

The anticipated results of the workshops and coaching sessions, where students will learn about and use selected coaching tools, include identification of their life areas and satisfac-

tion level with regard to these areas, increasing satisfaction level for selected life areas, identification of goals, implementation of goal attaining plans, monitoring of implementation and achievement of goals. Other anticipated results include learning about the value of time management, learning the skill of prioritization, identification of individual time wasters and using techniques that help to give them up. The expected effect is also decreasing the level of experienced stress to be replaced with internal satisfaction regarding the goals and ways of their implementation, increased internal motivation to take action and look for a job. Another important result is increased awareness related to one's competences and possibilities.

6. Conclusions

The authors of the article were able to achieve the anticipated goals. First of all, all the coaching tools which support the development of persons with disabilities were introduced. The authors of this work tried to emphasize the fact that applying particular tools, adapted to types and level of disability allows the clients to discover their potential and will facilitate their better functioning in the job market. As it was mentioned in the article, persons with disabilities encounter different types of obstacles and barriers in life which makes it impossible to follow career plans, and consequently leads to many disappointments, low self-assessment or even discourages them from taking up new challenges. Unfortunately, the literature of the subject matter mainly discusses issues connected with the effectiveness of coaching tools used in business, and there are no sources available which would describe tools used in work with persons with disabilities. This article, therefore, fills the knowledge gap regarding the support of the development of persons with disabilities. It introduced concrete tools which can be effectively used with different types and levels of disability. This article also met another goal, which was to describe assumptions of the project which is taking place at one of the universities in Poznań (CDV). The assumptions included an analysis of students' disabilities and suggested the most effective coaching tools compatible with students' disabilities. The analyses constitute introductions to further developments such as the implementation of coaching tools and results' analysis.

It is worth noting that the article might become a source of inspiration for the reader and the project that is being implemented by one institution will also be executed by other Polish schools, and in effect, the situation of persons with disabilities who already have to cope with many difficulties in the job market will improve. They will be able to achieve their goals, thus develop greater motivation for work and satisfaction from their accomplishments.

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Wspieranie studentów z niepełnosprawnością w wejściu na rynek pracy poprzez zastosowanie narzędzi coachingowych

Abstrakt: Artykuł stanowi opis projektu realizowanego na jednej z polskich uczelni wyższych. Autorzy starali się zwrócić uwagę na fakt, iż zastosowanie metody coachingu mogłoby pomóc osobom z niepełnosprawnościami w realizacji założonych celów zawodowych poprzez odkrywanie swojego potencjału. Osoby niepełnosprawne często bowiem napotykają na przeszkody w realizacji swoich założeń między innymi ze względu na przeszkody w otoczeniu. Autorzy zwrócili uwagę na to, że zastosowanie odpowiednio dobranych narzędzi podczas szkoleń i sesji coachingowych pozwoli studentom na pokonywanie barier w zdobywaniu upragnionego miejsca pracy.

Artykuł składa się z dwóch części. Pierwszą stanowią rozważania teoretyczne na temat pojęcia coachingu. Drugą stanowi część empiryczna polegająca na opisie założeń do projektu, który jest prowadzony w jednej z uczelni wyższych w Poznaniu. W założeniach do projektu dokonano analizy niepełnosprawności studentów oraz zaproponowano najbardziej efektywne narzędzia coachingowe dla osób z konkretnymi niepełnosprawnościami. Analizy stanowią wstęp do kolejnych działań polegających na implementacji narzędzi coachingowych oraz analizie rezultatów.

Słowa kluczowe: coaching, narzędzia coachingowe, rynek pracy, studenci z niepełnosprawnościami