



**Narrative Approaches for Professionals Supporting  
People on the Autism Spectrum on Their Way to Employment**

**Project Reference: 2022-1-AT01-KA220-VET-000089818**

# Personal Action Plan



**Co-funded by  
the European Union**

Funded by the European Union.  
Views and opinions expressed are however those of the author(s) only  
and do not necessarily reflect those of the European Union  
or the European Education and Culture Executive Agency (EACEA).  
Neither the European Union nor EACEA can be held responsible for them

**© Copyright 2025 The NARRATE Consortium**

Consisting of:

- BBRZ (Austria)
- EOLAS S.L. (Spain)
- AUTISM FOUNDATION FINLAND (Finland)
- EGNYA (Greece)
- ASSOCIAZIONE CULTURALE RHIZOMA (Italy)

This document may not be copied, reproduced, or modified in whole or in part for any purpose without written permission from the NARRATE Consortium. In addition, an acknowledgement of the authors of the document and all applicable portions of the copyright notice must be clearly referenced.

This document may change without notice.

<b>1. Why introduce the NARRATE approach to your work?</b>	<b>4</b>
<b>2. What is the Personal Action Plan?</b>	<b>4</b>
<b>3. How do you introduce the NARRATE approach to your work?</b>	<b>6</b>
<b>4. Understanding the NARRATE approach</b>	<b>9</b>
4.1. Understanding the NARRATE epistemology	10
4.2. Understanding the NARRATE idea of autism	11
The NARRATE vision of autism highlights three main concepts: enaction, brain style, and self-advocacy.	11
4.3. Understanding the W.O.R.K. framework	12
<b>5. Applying the NARRATE Training</b>	<b>14</b>
5.1. Applying the In-House Tier	14
5.2. Applying the In-Company Tier	16
<b>6. Using the NARRATE Resource Kit</b>	<b>18</b>
6.1. Identify the strategic objectives	19
<b>7. Establishing a NARRATE teamwork</b>	<b>22</b>
<b>8. Monitoring the implementation</b>	<b>24</b>
<b>9. And start all over again</b>	<b>27</b>



## **1. Why introduce the NARRATE approach to your work?**

You are a professional working in the field of autism spectrum. You work with People on the Autism Spectrum (PoAS), with their families, and sometimes you happen to be asked to support PoAS entering the labour market.

Or, you are asked to supervise the employment process of PoAS in a working context by supporting either the working endeavour, the PoAS employee, or both.

Or, you are a manager in a social work organisation supporting PoAS who wants to propose a service of introducing PoAS in a working context.

Or, for example, you are a professional looking for innovative ways to work with autism because you do not always feel comfortable with the models and tools you have learnt and you have been practicing so far, and you would like to enrich your work with a new approach and new ideas.

If you see yourself among these categories, you are in the right place! We invite you to go on reading this Personal Action Plan, which will help you practically integrate the NARRATE ideas with your everyday work.

But first, let us explain what we mean with the “NARRATE Personal Action Plan”.

## **2. What is the Personal Action Plan?**

NARRATE Personal Action Plan (PAP) has basically three aims.

First, it aims to help you strategically apply the NARRATE ideas, theoretical framework, tools, and exercises in your everyday practice, whether you are working in-house through supporting People on the Autism Spectrum (PoAS) entering the labour market or maintaining their work, or you are working in-company through helping companies establish fruitful relationships with PoAS employees or collaborators.

The PAP guides you throughout all the NARRATE contents, inviting you to self-reflect on how to effectively use them to enrich your practice and adapt them to the situations at hand.

For this reason, the NARRATE PAP does not propose any protocols. It is a set of ideas and questions to help you design your own approach to the NARRATE method, which is tailored to the specific characteristics of your work.

The second, maybe less obvious, aim of the NARRATE PAP is helping you develop your own learning path throughout all the NARRATE training content. The NARRATE training is organised in a way that you can decide the starting point of your learning process on your own. You can study using a more conventional approach, starting with the W.O.R.K. framework, then moving on to the Units, and finally exploring the Resource Kit. However, nothing prevents you from choosing a more “back-and-forth” approach. For instance, you can start your learning pathway from one Unit in the In-Company tier, then move on to the framework, then explore the Resource Kit, and then go back and explore another couple of Units.

In line with the NARRATE method's philosophy, the PAP's founding idea is that you are the expert(s) of your working context and need useful insights and ideas on how to adapt NARRATE to your professional and educational needs. Consequently, the different chapters of the present document include questions, checklists, and tables you can use to develop your own strategic plan. They are prepared so you can use them directly to fill in your thoughts, reflections, and ideas.

The third aim is to provide you with a tool that you can use with your clients. The PAP, in fact, can be proposed in-house to help PoAS develop their own personal action plan for approaching the labour market and finding a job. It can also be proposed in-company to help both PoAS develop their own personal action plan to deal with working context-related issues and companies develop their action plans to enhance processes of inclusion, integration, and fruitful relationships with their PoAS employees and collaborators.

In order to fulfil such aims, we will analyse the three pillars of NARRATE:

1. The W.O.R.K. framework
2. The In-House and In-Company trainings
3. The NARRATE Resource Kit.

For all of them, we will provide you with questions and ideas aimed at helping you reflect on how to implement all this content in your everyday work.

You can start exploring NARRATE learning contents from any position you want. You can start in a more traditional way, by at first studying the W.O.R.K. framework, then the Units, and then using the Resource Kit. But this is not mandatory. You could also decide to start from other elements and move back and forth to develop your own personal narrative of the NARRATE approach. For instance, like many professionals do, you could be at first interested in consulting the Resource Kit, full of exercises and practices. We are all looking for new ideas and practices to work with our clients, right?

However, bear this in mind: first and foremost, NARRATE is a mindset. So if you decide to start from the resources, we invite you to always consider NARRATE's theoretical and philosophical basis. How you apply exercises and your intentions are as important as which ones you propose in our approach.

Each exercise in the Resource Kit has a table indicating the Units it refers to. We invite you to take some time and go back to them in order to have a wider understanding of what concepts that specific exercise aims to highlight, how, and why.

### **3. How do you introduce the NARRATE approach to your work?**

You learnt about NARRATE, and you would like to introduce its ideas, practices, and philosophy in your everyday work.

#### **SO HOW CAN YOU DO THAT?**

This is not a simple question. NARRATE is innovative because it addresses a topic that is not so much considered in the social work with PoAS. Helping PoAS find and maintain a job and helping companies successfully relate with PoAS employees or collaborators are not easy tasks. Many prejudices influence the world of work, PoAS' families, and PoAS themselves. One prejudice among many: PoAS can only perform certain jobs related to their unique characteristics as "neurodiverse" persons.

Consequently, you may face a significant challenge, as NARRATE lays its foundations on the idea that every PoAS has a story to tell. Autism is a rich, varied, multilayered experience, and every PoAS has his or her own unique narrative.

NARRATE has been developed with the idea that PoAS can aspire to getting a job that is aligned with their desires and values and that companies can highly benefit from that.

NARRATE invites professionals, PoAS and companies to enhance their sense of hope and mutual trust by enhancing their ability to share their narratives about their needs, ideas, aims, and values.

That said, in implementing NARRATE ideas in your everyday work, you need to be aware of the reasons inducing you to do that. You need to thoroughly reflect on:

- WHY do you think the NARRATE approach is useful to your work?
- WHAT are the practical goals you want to achieve?
- HOW do you think NARRATE could help you reach such goals?

“Supporting PoAS entering the labour market”, “supporting PoAS maintaining a job”, “supporting companies improving their relationships with PoAS employees or collabourators” are very wide and general terms that need to be declined considering the specificity of your work and the practical benefit it could get by implementing NARRATE ideas in your practice.

The following questions may help you start your journey in implementing NARRATE ideas in your work. The answers to the questions not only contextualise your own strategic roadmap but are also powerful messages in your interactions with all involved in the design and future implementation of the roadmap and allow you to interact and convince them and other stakeholders of the soundness of the journey you have embarked on.

1. *How would your approach to work benefit from the implementation of NARRATE?*

*(Focus as much as possible on concrete benefits. For instance, saying that “the NARRATE approach would help me focus on solutions” is more concrete than saying that “the NARRATE approach would help me feel better”).*

---

---

---

---

---

---

2. *How would your working context benefit from the implementation of NARRATE?*

*(Use your working context knowledge to emphasise concrete benefits. For instance, saying that “the NARRATE approach would help my colleagues learn a more solution-focused mindset” is more concrete than saying that “the NARRATE approach would help PoAS find a better job”).*

---

---

---

---

---

---

3. *How would your PoAS clients benefit from the implementation of NARRATE in your work?*

*(Based on your PoAS client knowledge, emphasise concrete benefits. For instance, saying that “the NARRATE approach would help my PoAS client focus on three significant values of his that might be the basis for their job search” is more concrete than saying that “the NARRATE approach would help PoAS find a better job”).*

---

---

---

---

---

---

4. *How would companies benefit from the implementation of NARRATE in your work?*

*(Focus as much as possible on concrete benefits, on the basis of the knowledge you have of company environments. For instance, saying that “the NARRATE approach would help companies better express their brand values to their PoAS employees” is more concrete than saying that “the NARRATE approach would help companies improve their relationships with PoAS employees”).*

---

---

---

---

---

## **4. Understanding the NARRATE approach**

The NARRATE approach consists of the following contents:

1. W.O.R.K. framework
2. NARRATE training:
  - In-House tier
  - In-Company tier
3. NARRATE Resource Kit

All of them can be found on the NARRATE website: <https://www.narratelearning.eu/>.

NARRATE introduces you to an all-new, all-different mindset. However, our intention is not to push you into changing your mind and denying all your previous convictions and knowledge. We aim to widen your perspective and enrich your expertise with new and fresh ideas.

Considering whether they might be useful to you or not, it is up to you. There is no “right” or “wrong” way to understand this content. What matters is what it means to you and how you can apply the NARRATE approach in the specific context of your work.

#### **4.1. Understanding the NARRATE epistemology**

NARRATE epistemology draws its ideas from different theoretical and epistemological orientations: Postmodernism, Social-Constructionism, Post-Structuralism, Narrative Approach.

Also, it lays its foundation on a number of theoretical concepts, such as: Power Dynamics and Narrative Inquiry.

*Please reflect upon the epistemology, what the different orientations described mean to you, and what insights or conclusions you can get from them.*

<b>Theoretical approaches</b>	<i>What insights / conclusions can I get from its definition?</i>	<i>How can I apply the insights I got in the context of supporting PoAS entering the labour market?</i>	<i>How can I apply the insights I got in the context of supporting PoAS in maintaining a job?</i>	<i>How can I apply the insights I got in the context of supporting companies in improving their relationships with PoAS employees or collaborators?</i>
<b>POSTMODERNISM</b>				
<b>SOCIAL-CONSTRUCTIONISM</b>				
<b>POST-STRUCTURALISM</b>				
<b>NARRATIVE APPROACH</b>				
<b>POWER DYNAMICS</b>				
<b>NARRATIVE INQUIRY</b>				

## 4.2. Understanding the NARRATE idea of autism

The NARRATE vision of autism highlights three main concepts: enaction, brain style, and self-advocacy.

<b>AUTISM-RELATED CONCEPTS</b>	<i>How does this concept change my idea of autism?</i>	<i>How can I use it to support PoAS entering the labour market?</i>	<i>How can I use it to support PoAS maintaining a job?</i>	<i>How can I use it to support companies improving their relationships with PoAS employees or collaborators?</i>
<b>Enaction</b>				
<b>Brain-styles</b>				
<b>Self-Advocacy</b>				

## 4.3. Understanding the W.O.R.K. framework

The W.O.R.K. framework supports the following ideas:

- PoAS are representative of a community of individuals who experience life differently from the so-called “neurotypical” people. PoAS’ life experience does not necessarily mean a pathological life experience.
- PoAS life experience deserves to be explored with curiosity and respect. Professionals applying the NARRATE ideas assume that PoAS are the experts of their own lives.
- Professionals are invited to deconstruct their role of power as experts. Since PoAS are experts of their own lives, professional helping and support relationships are contexts where professionals may teach PoAS some ideas on how to find and/or maintain a job,

but, at the same time, PoAS can teach professionals what their life experiences are like. As both professionals and PoAS are experts in their own topics, professionals do not always cover a position of power towards PoAS. Sometimes, it is the opposite.

- Professional helping relationships are collaborative processes where all the actors teach each other and learn from each other, the professionals included.
- W.O.R.K. is not a context of objective truth. It proposes a narrative that can be applied by professionals, not as a protocol to be slavishly followed but as a set of ideas that can enrich professional's work with PoAS. We invite professionals to constantly contemplate the potential benefits of applying the W.O.R.K. framework in their unique work environments.
- Professional helping relationships focus on what works and what is already working, and not only on what the problem is. In other words, W.O.R.K. promotes a solution-focused approach to help PoAS find and maintain a job.
- W.O.R.K. helps professionals recognise our impact on the world and focus on PoAS' personal agency. In other words, W.O.R.K. supports the NA idea of ownership and authorship—the idea that a person can be the author of his/her own life story.

The W.O.R.K. framework addresses these ideas by considering four important constructs. The name W.O.R.K. is actually an acronym of these constructs:

1. **W = We.** The construct WE invites professionals to support clients in the process of exploring the dominant narratives of their lives and of their working contexts in terms of beliefs, values, and discourses about personal and company identity. It also invites professionals to self-reflect about their personal dominant narratives about PoAS, autism spectrum, and their interconnections with the world of work and consider how such narratives impact their work with PoAS and companies. The construct WE invites professionals to consider themselves, PoAS and companies as members of a socio-cultural environment influencing their lives and thoughts through some dominant narratives that need to be unpacked and explored.
2. **O = Ownership.** The construct OWNERSHIP invites professionals to focus on the aspects of personal and group agency in order to favour empowerment and promote solution talk and reflections so that PoAS and companies can improve their sense of

authorship and the idea that they can positively impact the world with their actions and values.

3. **R = Relationships.** The construct RELATIONSHIP invites professionals to focus on the power dynamics within the professional relationship they construct with PoAS and companies to manage them with the aim of helping their clients. Also, it focuses on the idea of helping PoAS enhance their awareness of having an active role in society and companies enhance processes of inclusion and integration of PoAS in their working environments.
4. **K = Knowledge.** The construct KNOWLEDGE invites professionals analysing with PoAS (Tier 1 and Tier 2) and companies (Tier 2) the competencies, skills, and abilities that could help PoAS find and maintain a job and companies enhance the processes of integration and inclusion. It invites professionals to promote solution talk and conversations about what works well and what is already working and deconstruct the dominant narrative of problem-solving practice as the only way to solve problems.

*Please review the framework, what the items mean to you, and whether your organisation uses any of its constructs (which can anchor the strategy in existing practices).*

<b>Framework constructs</b>	<i>What does it mean to me in the context of supporting PoAS entering the labour market?</i>	<i>What does it mean to me in the context of supporting PoAS maintaining the job?</i>	<i>What does it mean to me in the context of supporting companies in improving their relationships with PoAS employees or collaborators?</i>	<i>What are the practices or activities in the organization in which these can be anchored?</i>
<b>WE</b>				
<b>OWNERSHIP</b>				
<b>RELATIONSHIPS</b>				
<b>KNOWLEDGE</b>				

## 5. Applying the NARRATE Training

For each construct of the W.O.R.K. framework, one Teaching Unit has been developed, helping professionals practically train and grow experience around these ideas. Each unit helps students learn more about one or more of the four W.O.R.K. concepts and how to use them to help PoAS get a job (In-House Training) and keep a job (In-Company Training), as well as help companies make their processes for including and integrating PoAS better (In-Company Training).

### 5.1. Applying the In-House Tier

The NARRATE In-house Training aims to give operative and practical application to the W.O.R.K. theoretical and epistemological framework in terms of supporting PoAS entering the labour market.

The four Teaching Units can be seen as roadmaps to help professionals apply the NARRATE approach and mindset with their PoAS clients. There are four parts to the W.O.R.K. framework. Each part explains how to operatively decline one of them by giving several operative dimensions that can be thought about while helping PoAS find a job, go on an interview, and start a career.

The units in this training are the following:

- **WE In-House** explores the interconnections between the practice of supporting PoAS entering the labour market and the broader social and work environments.
- **OWNERSHIP In-House** highlights the importance of helping PoAS be prepared for the world of work by exploring with them their skills and strengths and developing career paths aligned with their aspirations.
- **RELATIONSHIPS In-House** explores how professionals can construct significant relationships with PoAS while supporting them to enter the labour market.
- **KNOWLEDGE In-House** explores possible job preparation strategies for PoAS by relying on their strengths and skills.

“Enrichment” is the keyword of this training. It does not aim to tell you the “right” way or the “hidden secret” to work with PoAS. It is not meant to speak any “truths” of sort. As a roadmap, it aims to give professionals ideas and stimuli that can be used to open their minds to new perspectives and see things from other points of view.

For this reason, you can approach this training in different ways.

You can decide to use all the units, following the order we used to present them—that is, starting from the first (WE) to the last unit (KNOWLEDGE). In this way, you can experience the roadmap in a similar way as we conceived it.

However, you can use all the units following the order you want. You could also use only the units or operative dimensions you think are useful in that situation.

In other words, you can develop your own path on the roadmap.

*Consider the four In-House Teaching Units. How can you implement them in your everyday work?*

<b>Units</b>	<i>How does this Unit enrich my approach to work?</i>	<i>What is the most important lesson I get from this Unit?</i>	<i>Considering my work context and the way my work is structured, which Unit should I study first? Why?</i>
<b>WE In-House</b>			
<b>OWNERSHIP In-House</b>			
<b>RELATIONSHIPS In-House</b>			
<b>KNOWLEDGE In-House</b>			

## 5.2. Applying the In-Company Tier

The NARRATE In-Company Training aims to give operative and practical application to the W.O.R.K. theoretical and epistemological framework in terms of:

- supporting People on the Autism Spectrum (PoAS) maintaining the occupation
- supporting companies (management and coworkers) in establishing fruitful collaboration with PoAS employees.

The logic underneath this Tier is the same as the In-House Tier. Professionals can use the four Teaching Units as roadmaps to effectively implement the NARRATE approach and mindset with their PoAS and company clients. Each unit describes how to operatively decline one of the four constructs of the W.O.R.K. framework by suggesting several operative dimensions that can be taken into consideration while supporting PoAS in their journey to maintaining a job and companies in their journey to relating to PoAS.

The units in this training are the following:

- **WE In-Company** gives insights on how to exploit the working context in constructing a trustful collaboration with the PoAS workers.
- **OWNERSHIP In-Company** highlights both challenges and opportunities in the complexities of the contemporary workplace for PoAS and the companies they work for.

- **RELATIONSHIPS In-Company** explores how power dynamics in the workplace affect the relationship between professionals and PoAS and/or with the company employing PoAS.
- **KNOWLEDGE In-Company** highlights the importance of self-awareness for PoAS in the process of job retention.

As for the In-House Tier, “enrichment” is the keyword of this training. It does not aim to tell you the “right” way or the “hidden secret” to work with PoAS. It is not meant to speak any “truths” of sort. As a roadmap, it aims to give professionals ideas and stimuli that can be used to open their minds to new perspectives and see things from other points of view.

For this reason, you can approach this training in different ways.

You can decide to use all the units, following the order we used to present them—that is, starting from the first (WE) to the last unit (KNOWLEDGE). In this way you can experience the roadmap in a similar way as we conceived it, maybe considering this training as a continuation of the NARRATE Training for PoAS.

However, you can use all the units following the order you want. You could also use only the units or operative dimensions you think are useful in that situation.

Once again, we invite you to develop your own path in the roadmap.

*Consider the four In-Company Teaching Units. How can you implement them in your everyday work?*

<b>Units</b>	<i>How does this Unit enrich my approach to work?</i>	<i>What is the most important lesson I get from this Unit?</i>	<i>Considering my work context and the way my work is structured, which Unit should I study first? Why?</i>
<b>WE In-Company</b>			
<b>OWNERSHIP In-Company</b>			
<b>RELATIONSHIPS In-Company</b>			
<b>KNOWLEDGE In-</b>			

<b>Company</b>			
----------------	--	--	--

## 6. Using the NARRATE Resource Kit

The NARRATE Resource Kit consists of two parts:

1. 44 practices and exercises you can use in working with your In-House and In-Company target to support them in achieving their personal and professional aims through the NARRATE principles. Also, you can use the exercises to train yourself on the NARRATE approach and become more and more acquainted with its principles and ideas.
2. 13 Skill Cards, describing personal and relational skills that you can help your In-House and In-Company target to work on and enhance. Also, most of the Resource Kit exercises can help you work on these skills with your target.

The Resource Kit structure follows the same logic as the Units: you can start from every exercise or Skill Card you prefer, considering your professional aims and your working context.

The following questions help you self-reflect on how to approach the NARRATE Resource Kit:

1. *Which exercises should be implemented first? Check out the list of the NARRATE exercises and explain the type to start with and why. (TIP: Remember that the exercises are not based on strict protocols. You can change their structure as long as you prefer, considering your aims).*

---

---

---

---

---

2. *Select the practices or set of practices to start with. Which are most useful for your working contexts, and why? (TIP: Ask your target if they have used some of the practices already, maybe in other settings or in a slightly different manner, and ask for feedback if they feel they are useful in the organization context).*

---



---



---



---



---

<b>SKILL CARDS</b>	<i>How does this Skill enrich my approach to work?</i>	<i>Which exercise should I use first to work on this Skill?</i>
<b>ABILITY TO FACE FAILURES</b>		
<b>CAN-DO ATTITUDE</b>		
<b>COLLABORATION</b>		
<b>COMMUNICATION</b>		
<b>CURIOSITY</b>		
<b>EMPATHY</b>		
<b>FLEXIBILITY &amp; ADAPTABILITY</b>		
<b>FOCUSING</b>		
<b>PERSEVERANCE</b>		
<b>RESILIENCE</b>		
<b>SELF-AWARENESS</b>		
<b>SELF-CONTROL</b>		
<b>TEAMWORK</b>		

### **6.1. Identify the strategic objectives**

*The table below shows you how you could define the subobjectives and specific steps for a strategic objective. This exercise should be done for each of the strategic objectives you have defined.*

<b>Strategic Objective</b>	<b>Define the subobjectives</b>	<b>Define the steps you will take to achieve the subobjectives</b>	<b>Define the deadline for completing the step</b>
Write down the strategic objective	1)	1.1 1.2 1.3 Etc.	
	2)	2.1 2.2. 2.3	
	3)		
	4)		
	<i>Write as many subobjectives you think are necessary</i>		

Once you have completed these practices, it is time to decide which are the ones you will implement first. Of course, these practices must align with the subobjectives and contribute to the set objectives.

It is not advisable to implement whatever exercise anyone wants to implement. Do this in a coherent way, consistent with the insights you have collected so far. A non-ad-hoc approach might provide results in the short term, but it will lead to a chaotic and uncontrollable situation in the longer term, with everyone doing what they see fit according to or without taking into account the goal and objectives of the strategy.

## **6.2. Identify the limits**

*Before choosing strategy and operation practices, you must know your reality's limits. The questions below help you to do so, giving examples of possible boundaries and/or limits; use them to fill in the ones applicable to your organisation.*

1. *What is the (technological) infrastructure of your working context? How does this limit the practices that can be used?*

*TIP: Analyse the current infrastructure in terms of space, equipment, and technology. Create a table in which you list all the items available. In the column next to it, describe if and how it limits the adoption of certain practices.*

---

---

---

---

---

2. *Is your workplace's philosophy and policy limiting practices?*

*TIP: If the answer is no, move to the next question; if yes, please analyse carefully if the approach needs adaptation in view of the uptake of NARRATE and the implementation of the proposed practices.*

---

---

---

---

---

3. *What are the narratives of your targets about the topic of autism and the world of work? What impact does it have on the selection and implementation of practices?*

*TIP: Analyse which practice requires a level of knowledge and/or awareness beyond that of your students.*

---

---

---

---

---

You need to think about the limits or boundaries that are set by things like the organization's infrastructure, its pedagogical philosophy and policy, regional or national educational policies, and other things that could affect which practices can be used (and which ones can't).

## **7. Establishing a NARRATE teamwork**

If you decide to introduce NARRATE ideas in your working context, we invite you to consider creating one or more teams/working groups for different reasons.

Firstly, NARRATE relies on an innovative philosophy and epistemology based on postmodern, social constructivist, poststructuralist, and narrative ideas. These ideas invite all the persons involved—PoAS, their entourages, employers, employees, colleagues, etc.—to reflect upon their role and how their actions impact their job search, their job maintenance, and the quality of the working environment. NARRATE encourages everyone involved to think creatively and, in certain situations, to alter their personal narratives about themselves, others, the autism experience, and the job market.

So, you might need a team of professionals who are interested in the topic of supporting PoAS in entering the labour market, maintaining their job, and/or improving the quality of relationships between PoAS employees/collaborators and the company employers/employees.

The following questions might help you in identifying which professionals in your professional network or working context would best fit in the core group for NARRATE-related activities.

1. *Any professionals in your network or workplace who you think would be more sensitive to autism and work?*

a. *If that's the case, how can you effectively communicate your specific objectives? (TIP: Discuss with them about their points of view on the topic. Trust their professionalism and experience; they could give you useful ideas to develop an action plan that is more aligned to the targets' actual needs).*

---

---

---

---

---

b. *If not, how can you effectively engage them in this topic? How can you explain to them the importance of addressing the topic of autism and the world of work? How can NARRATE ideas help you in explaining your point of view?*

---

---

---

---

---

2. *How many members should the core group have?*

---

---

---

---

---

The core group will also oversee the progress of the implementation of the designed strategy. In case you are implementing NARRATE in your working context, the NARRATE team will not take all the decisions unilaterally. For each step in the design and implementation of the

strategy, you have to think about which decisions can be taken by the team and which should be consulted with the management.

Find the balance between agility and efficiency and the effectiveness of involving all in crucial decisions.

## 8. Monitoring the implementation

As an inherent part of the strategy, you need to ensure that it will be properly monitored and evaluated. In fact, we hold the belief that strategy and operation plans are ineffective without the ability to gauge progress towards their objectives. So, once you have co-created the strategy and defined the operation plans, it is time to reflect on the monitoring and evaluation of the strategy.

The monitoring and evaluation of the strategy needs a quantitative as well as a qualitative component.

The quantitative monitoring and evaluation are done through the use of KPIs, that is, Key Performance Indicators. Choosing the proper KPIs to focus on is the first step towards measurable improvement and thus the success of your strategy. You can improve what is measurable. Choosing the right KPIs relies upon a good understanding of what is important for the strategic roadmap of your organisation.

*A KPI is a type of performance measurement (the process of collecting, analysing, and/or reporting information regarding the completion of a task with the application of knowledge, skills, and abilities of an individual, group, organisation, system, or component). It evaluates the success of an organisation or of a particular activity (such as the implementation and progress of the strategic roadmap).*

Make sure you choose the KPIs that are directly related to the objectives and goals of your strategic roadmap. It seems obvious, but you could get lost in detail when defining KPIs and lose sight of the bigger picture.

Examples of KPIs could be:

- Number of professionals in your working context that use NARRATE practices regularly,
- Number of practices used regularly,
- Number of PoAS that have experience with a certain type of practices,
- Number of professionals willing to train and share their knowledge with others,
- % of improvement in the PoAS' skills for handling a working interview,
- % of improvement in perceived quality of the PoAS work by employers,
- % of improvement in perceived quality of the company environment by PoAS.
- Etc...

### 8.1. Defining your KPIs

*The table below helps you define your KPIs for implementing NARRATE ideas in your work.*

*Take the subobjectives defined in the strategic objectives and identify the related KPIs for each.*

*Get at least 3 KPIs per objective.*

<b>Objective</b>	<b>Quantification of the objective</b>	<b>How to monitor/measure</b>	<b>Related KPIs</b>
<i>EXAMPLE: Increase the use of NARRATE practices by your colleagues</i>	<i>At least 70% of the colleagues use NARRATE practices as a regular part of their activities</i>	<i>6-monthly internal survey among colleagues</i>	<i>Number of PoAS using NARRATE practices regularly expressed as a percentage of the total number of colleagues involved in the implementation process</i>


Beside the quantitative measurement on the KPIs, you need a qualitative assessment. The qualitative part of monitoring and evaluation asks professionals about their perception and experience implementing strategy and operational plans. There are different methods to be used, such as discussion groups, focus groups, or interviews. Also, qualitative assessment gains insight into what is behind the numbers of the KPIs. Doing this exercise once a year with the idea of improving the roadmap can be sufficient.

## 8.2. Risk and contingency plans

*Think about which risks affect your strategy and operational plans. Which are they? How do they affect the implementation of the plan? And what are the contingency plans you foresee to reduce the impact they have on the progress of your strategy? To get you started for each risk, 2 examples have been included.*

<i>Human resources risk</i>	<i>Level of impact on success of strategy implementation (high, medium, low)</i>	<i>Contingency plan</i>

<i>Professional teacher who knows about a practice exercise leave the implementation process</i>	<i>Medium</i>	<i>Ensure continuous peer learning throughout regular training sessions. Identify alternative training courses or on-line learning</i>
<i>Low motivation of professionals to be involved in design and implementation of strategy and operational plans</i>	<i>High</i>	<i>Intensive awareness-raising about the importance and benefits of the strategy. Personal dialogues with key staff members to act as ambassadors. Gain support from educational authorities (try to have the work recognised for merits).</i>
<i>Add as many human resources risks as you consider appropriate for your strategy</i>		
<b>Other risks</b>	<b>Level of impact on success of strategic roadmap (high, medium, low)</b>	<b>Contingency plan</b>
<i>Educational authorities do not see importance of the strategy</i>	<i>Medium</i>	<i>Awareness-raising among educational authorities on the importance of a strategic approach to the adoption of NARRATE and its practices. Invite members of educational authorities to participate in the design and activities</i>
<i>Add as many risks as you consider appropriate for your strategy</i>		

## 9. And start all over again

We at NARRATE invite you (and your team) to revise the strategy from time to time. You may want to reflect and reassess all your strategies in light of the latest developments, be they technological, pedagogical, or political.

In this way, your strategy is always up-to-date and adapted to the changing environment.

The questions below help you define a timeframe for revising your strategy. They focus not only on what did not work in your strategy but also on what DID work. Besides being aligned with the NARRATE epistemology, these questions help you reflect on how to effectively implement your work.

1. *How often should you revise your strategy?*

---

---

---

---

---

2. Who is in charge of the revision?

---

---

---

---

---

3. What are three elements that have been working in your strategy so far?

---

---

---

---

---

4. What are three elements in your strategy you would change?

---

---

---

---

---

5. What are three positive things you have learnt in implementing NARRATE in your work so far?

---

---

---

---

---

6. How could the things you learnt help you make the strategic changes you want/need?

---

---

---

---

---

7. What resources do you have at the moment that could help you maintain the elements that are already working in your strategy in the future? TIP: Think about all types of resources (i.e., related to people, logistics, technology, etc.).

---

---

---

---

---

8. What resources do you have at the moment that could help you maintain the changes you want/need in your strategy in the future? TIP: Think about all types of resources (i.e., related to people, logistics, technology, etc.).

---

---

---

---

---