



Building a CES in your Community

A step-by-step guide for rehabilitation providers to enhance employer development through implementation of the innovative CES/Consortium for Employment Success model

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The CES is part of the Employment Support Systems Research and Training Center. Go to <http://www.essrtc.org> for more information.



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Introduction: Defining the CES

The Consortium for Employment Success (CES) model improves employment opportunities for rehabilitation consumers by increasing the collaboration of local service providers. The CES model assists service providers to develop a more efficient system to develop and manage employer relationships. While many communities have networking or other local groups of providers, the CES model differs from these approaches because it creates an operational level of collaboration between placement professionals. CES partners meet regularly, agree to share employer development and job placement activities, and share employer information and other resources. The CES thus becomes a collective resource for consumers, employers and service providers in the community.

The CES model was designed to meet the dual needs of providers (who are often over-extended and unable to dedicate adequate time to employer development) and employers (who would like one point of contact in the vocational rehabilitation community). By creating a systematic structure that better meets the needs of both providers and employers, the model increases employment opportunities for consumers, which is the most important goal of vocational rehabilitation.

Research has shown that many employers welcome thoughtful, timely, effective support in meeting their personnel needs and dealing with disability related issues. Employers also indicate that they would like “one point of contact” for all their disability-related questions. Employers are often confused and frustrated by the myriad of providers in their communities. They often struggle with understanding the differences between agencies and find the inconsistency of procedures across agencies wearisome.

The CES consists of a group of placement/employment services professionals who have voluntarily agreed to enter into a structured consortium for the purpose of jointly partnering with each other and employers to enhance job opportunities and retention of consumers. The CES extends the more common consortium/networking group concept to include shared resources and a centralized, contractual arrangement in which members work together at an operational level.

History of the CES

The CES model was developed as part of the Employment Services Systems Research and Training Center (essrtc.org). There are currently 3 CES pilot projects in operation:

- Syracuse, New York: a collaboration of community agencies serving individuals with varying disabilities.
- Long Island, New York: a collaboration of providers working with people with psychiatric disabilities.
- Bronx, New York: a collaboration of community agencies serving individuals with varying disabilities with an emphasis on youth in transition.

Manual Contents

This manual outlines eight steps to build and manage a successful CES in your community.

Step 1: Identifying Key Players in the Community

Step 2: Establishing Structured Collaboration and Leadership

Step 3: Identifying Resources

Step 4: Enhancing Employer Development Skills

Step 5: Enhancing Post-Employment Services Through Workplace Socialization

Step 6: Conducting Employer Development

Step 7: Using Technology and Training to Support Your Collaboration

Step 8: Measuring Your Success

Using the Manual

Each step listed above is described in more detail. You are given a “to do” list that includes guidelines on how to successfully achieve the goals set for each step. In addition, each step has a “tools” section which includes sample documents and other materials that will assist you in implementing your CES. The “tools” are found in the appendix or are links to websites. Finally, a “tips” section is provided to give you more suggestions to help you succeed.

Stages of Collaboration

Before delving into the steps of building your CES, it is helpful to first better understand the stages your group will go through to establish a functioning collaboration. Various models of collaboration exist that outline the stages and challenges groups experience as they attempt to deepen their cooperation. Your community may already have a group of providers that meet regularly so you may be able to identify the stage your group is currently in. The goal of the CES is to reach the final stage of collaboration.

The *Lewin Group's Model of Collaboration* asserts that the partners may go through five stages of interaction (Fishman, Farrell, Allen, & Eiseman, 2000). These stages are: co-existence, communication, cooperation, coordination, and collaboration. During the **co-existence** stage, the partners may be aware of each other but have not historically interacted or worked together. Typically they know very little about one another in terms of each other's organizational make up.

If the collaboration advances to the **communication** stage, the partners begin to learn of and understand each other's historical background. There is an increased level of sharing about each entity's organizational make up. The communication, however, tends to be informal with no defined mission, group formation, or plan among the partners. This is the level of collaboration most often seen between rehabilitation service providers in a local service delivery area.

Cooperation, the third stage of interaction, can be characterized by the partners formulating policies and practices that require an exchange of information and ideas. While extensive sharing may occur during this phase, the partners are not actively changing core practices within their own respective organizations. They also refrain from sharing decision making outside of the area of coordination.

In the final stages, partners engage in **shared planning and decision making** which is transferred into each organization's business practices. The partners are vested in a common goal that affects everyone collectively as opposed to any one organization. This type of collaboration requires significant time to establish, but once in place can produce the greatest benefit. Only when a common vision is shared can the partners reap the benefits of a consortium. It is this level of collaboration that the CES seeks to achieve.

Tool

For more information about the models of collaboration and components of the CES model, read *The Consortium for Employment Success: Collaboration as a Strategy to Optimize Employment Outcomes for People with Disabilities* by Dennis Gilbride, Jamie Mitus, Jennifer Coughlin and Virginia Scott published in the *Journal of Rehabilitation*, 2007, Volume 73, Number 3, pages 45-55.

Step 1: Identifying Key Players in the Community

An essential component of collaboration is the compatibility and commitment of the partners. The first step in the creation of your CES is to identify community agencies with a vocational rehabilitation program that service the targeted consumer groups—this includes identifying the community agencies interested in participating and those essential for success like the public vocational rehabilitation agencies for example. It is important to invite all relevant agencies to join the CES to create a sense of community-wide inclusion and commitment.

To Do List

- Make a list of all organizations that you plan to target for membership in the CES and all organizations that are stakeholders in the vocational rehabilitation community.
- Plan a one-hour meeting for interested organizations and stakeholders to learn more about the model.
- Send an e-mail to invite each organization to the meeting and ask for a RSVP. If no response is received, place a phone call.
- At the end of the first meeting, schedule a follow-up meeting to further discuss the requirements of membership (to be described in next step). It is also helpful to schedule appointments to visit each agency, to discuss the CES and answer questions outside of the large group.
- Ask that each organization complete the CES Partner Information Form to bring to the next meeting.

Tools

- Sample agenda for introductory meeting
- CES Partner Information Form

Tips

- It is vital that the decision makers from each organization attend the introductory meeting because they will need the necessary information to decide whether agency staff will be permitted to participate in the CES. This may be a supervisor, department head or agency director. You will also need support from the direct line staff that provide the employment and job coaching services because they will be the essential CES participants once the collaboration is up and running.
- If a stakeholder is unable to attend the meeting, set-up an appointment to make an office visit or to discuss the project over the phone.
- Every community has a distinctive culture and existing systems that have evolved over years of providing rehabilitation services. When implementing a new project, CES leaders need to be aware of and sensitive to traditions and practices including the political culture and the history of collaboration with agencies and the community. Forcing a new model on a community is usually not effective, thus agencies should be encouraged to be part of the development of the CES and to grow with the consortium.
- Certain agency characteristics exist that help an agency succeed in participating in the CES. When identifying potential partners, it is helpful to keep in mind the following agency characteristics:
 - Strong communication skills
 - Willingness to take a risk in trying a new model
 - Belief that the CES goals are achievable and feasible
 - Willingness to share resources
 - Ability to commit time (approximately 4 hours a month) to the CES
 - Commitment to working with employers

Step 2: Establishing Structured Collaboration and Leadership

Structured Collaboration

Collaborative groups are more successful when a written agreement is negotiated and signed. This allows the group to define goals and members' responsibilities. The tool used for the CES is a Memorandum of Understanding (MOU). As a means of demonstrating their willingness to commit to the CES, each partner agency is required to sign the MOU. The most important function of the MOU is to create an agreement among the partners that ensures they will actively participate in the CES and share information specific to employer development, job development and job retention.

The content of the MOU may vary from one CES to the next. However key components that should be incorporated within the document are as follows:

- Agency name and contact information
- Timeframe for the partnership
- When the MOU will be renewed
- Description of the CES including its purpose, mission, vision, and values
- Responsibilities and roles of the CES partners
- Resources that CES partners will commit to the collaboration
- Procedure for incorporating new partners into the CES
- Plans for managing changes to the practices and process of the CES
- Exiting process for CES partners who elect to leave
- Commitment to confidentiality: Since the CES involves multiple agencies serving multiple employers and clients, privacy when sharing information with one another about their clients or employers is vital. It is important to keep the information strictly to employment purposes. Furthermore, each partner should discuss with their clients and employers the possibility that they may share information with the CES partners as a way to facilitate successful employment. It is recommended that this disclosure be incorporated into any consent form that the agency requires the client or the employer to sign.

In addition to the MOU, once the core partnership has been established, it is vital that a schedule of routine meetings be developed (i.e. the first and third Thursday of the month). Such a schedule incorporates organizational structure, allowing the partners to reserve the time to attend the meetings. Consequently, participation is likely to increase due to the dependability of the meeting schedule.

Tips

- One of the CES pilot projects met two times per month on Thursdays during the lunch hour when the direct service providers shared employer information and job leads. The group also scheduled four quarterly planning meetings per year for stakeholders and supervisors to attend so that progress could be evaluated and so that strategic planning and decisions could be made in regard to next steps.
- Holding the meetings either early in the morning (e.g. 9:00) or later in the afternoon (3:00) as the partners are either going to or leaving work may increase attendance at the meetings.
- In addition to regularly scheduled group meetings, your collaboration will achieve even more commitment from the partner agencies if the CES coordinator meets with each agency individually at least two times per year. This allows the coordinator to answer questions that staff members from partner agencies are reluctant to ask during group meetings and for agencies to offer suggestions to the coordinator that will improve the CES. Moreover, if an agency is experiencing staff turnover, a visit from the coordinator will allow for time to orient new staff members to the CES.

Leadership

Your collaboration will thrive only when leadership is established with a central coordinator with responsibility for oversight of the CES. This is an element that differentiates the CES from other community collaborations and enhances its success, as consortiums without a coordinator do not have staff available to support and focus on only the consortium. The coordinator is not a decision maker (the CES partners make decisions collaboratively) nor an employee of any specific partner agency, rather he/she commits to organizing and managing the CES separate and apart from other job duties. Using an external coordinator who is unattached to any of the partners also allows for a more equitable and objective process. Since the coordinator's primary interest is the CES, she/he is less likely to favor one agency over the other as it relates to the activities of the CES. The coordinator is more likely to balance the perspective of all of the agencies and reflect this back to the partnership when decision-making occurs. The role of the coordinator may also change over time from leader to facilitator to support person. An example of this occurred with the Bronx CES where the coordinator initially acted as the leader of the meetings but eventually, as the CES partners developed a relationship and identity as a group, each member took on the role of facilitator for the monthly meetings. (You may wonder how to fund a coordinator. This will be discussed in Step 3, the next section.)

Responsibilities of the CES coordinator may include the following:

- Organize and facilitate meetings and special events
- Maintain detailed records of CES progress & generate annual reports of the progress
- Assist in the maintenance of the on-line employer database (discussed in Step 7)
- Continuous outreach to partner agencies to address any needs or concerns
- Facilitate communication between agencies
- Orient potential new members of collaboration
- Interact and communicate with local businesses and employers

Characteristics and skills needed for a coordinator to be successful:

- Knowledgeable about vocational rehabilitation services in the community
- Ability to facilitate meetings
- Organizational skills
- Commitment to collaboration and shared decision making
- Patience and willingness to listen to and incorporate varying ideas and opinions
- Comfortable working with providers, consumers, and employers
- Technology skills: proficiency in using the internet and basic computer software

Tip

One way to facilitate communication between agencies is to establish an interactive group e-mail system for all members (This is discussed further in Step 7).

Tools

- Sample MOU
- Sample meeting agenda
- Sample meeting schedule
- Sample job description for coordinator

To Do List

- Draft MOU for interested parties to review at second meeting. *Eventually, you will need to revise the requirements outlined in the sample MOU according to what goals the group outlines. Your MOU should be revised and re-signed each year so that goals are regularly reevaluated..*
 - Establish a meeting schedule that suits your group's schedule and needs.
 - Outline job description for a CES central coordinator.
 - Recruit and hire coordinator.
-

Step 3: Identifying Resources

In order to financially support a central coordinator and other CES expenses, resources need to be identified. The CES model is effective only when a budget that funds the coordinator and provides her/him with sufficient resources exists. Several options for funding exist:

- Requesting support from the state Vocational Rehabilitation office
- Obtain support through grants
- Pooling financial resources from member agencies (the terms of this would need to be included in the MOU)
- Petitioning one partner agency to financially support the central coordinator (This is the least desirable option as it gives ownership of the CES to a specific agency.)

This sample budget will help you to forecast expenses. The cost of each budget item will vary depending on your particular location and your market conditions.

Budget Item	Estimated Cost	Description
Coordinator	\$25,000-50,000	Salary for half time or full time employee, medical benefits, transportation costs and other miscellaneous overhead costs
Computer and supplies	\$3,000-5,000	Computer, cell phone and office supplies for coordinator
Meeting space and supplies	In-kind	Space is needed to host regularly scheduled meetings and special events. It is recommended that partner agencies agree to offer conference rooms.
Special events	\$1,000-5,000	Your group may want to host a special networking event with employers or an end of the year meeting/reception for the CES partner agencies
Employer Development Activities	\$1,000-3,000	Mailings, meals, travel and other employer development expenses
Maintaining Employer Data Base	\$5,000-7,500	Costs to obtain and maintain Employer Information Exchange System database (The database is outlined in Step 7 below.)

To Do List

- Draft a projected budget
- Present at a scheduled planning meeting
- Meet with stakeholders to discuss budget if necessary
- Include agency responsibilities for funding in MOU if necessary
- Finalize funding

Tips

- Be sure to include decision makers from each agency in your meetings. They will be crucial participants when it comes time to make decisions about funding.
- Be creative! It's a challenge to secure funding but it's certainly possible. Don't be afraid to ask because a good idea is very likely to be supported.
- Remember that certain expenses like meeting space and supplies can be funded with in-kind donations.

Step 4: Enhancing Employer Development Skills

Employer development is the hallmark of the CES—the structured, on-going activities around employer development are what differentiate the CES from other consortiums. As stated in the introduction, part of the goal of the CES is to establish deeper relationships with employers in your community. Your CES has a greater chance of success if the entire group commits to adopting and learning more about the demand-side approach to employer development.

Demand-side employer development is defined as increasing employment opportunities for consumers by working directly with employers to increase *demand* for consumers. A demand-side approach is complementary to the more traditional supply strategy in which providers focus only on consumers (with consumers being a supply of labor to employers). In the demand-side approach placement providers increase their understanding of the employer’s perspective and needs, and rehabilitation providers help employers solve their personnel needs by pulling-in (that is hiring) workers with disabilities. The demand-side model is a shift from normal practices for most CES partner agencies because the model devotes more attention to employers. While attention to consumers is appropriate and essential, the CES model focuses on developing and maintaining relationships with employers by having a deep understanding of their personnel needs.

Because of the attention paid to demand-side employer development strategies, it is vital that your group develop an understanding of the model. This will lead to enhancing your employer development skills. Your group will have access to a series of on-line trainings available through the ESSRTC. In addition, your group will be given the Employer Opportunity Survey (EOS) to use when meeting with employers. The EOS is an 18 question structured employer interview that has been found to effectively identify employers that are open to hiring workers with disabilities. The EOS is discussed more in Step 6.

To Do List

- Set-up a schedule for the CES partners to complete the trainings

Tools

ESSRTC Online Courses:

1. Introduction to ESSRTC Courses
2. Labor Markets and Gathering Information: Supply Side 1
3. Creating a Job Search Strategy and Information Gathering: Supply Side 2
4. Marketing Strategies: Demand Side 1
5. Creating Job Opportunities: Demand Side 2
6. Universal Design of Environments and Products: Part 1
7. Universal Design for Services and Learning: Part 2
8. Ethics for Rehabilitation Counselors

Step 5: Enhancing Post-Employment Services through Workplace Socialization

While employer development serves as a primary objective of the CES, another important goal is to improve the job retention of employees with disabilities through professional training that focuses on post-employment services. Having your CES focus on both employer development and post-employment services provides the group with a more holistic approach to the employment of individuals with disabilities. Keeping in alignment with the demand-side model, a series of twelve (12) Workplace Socialization (WPS) Training Modules have been designed to teach CES partners about effective consulting strategies that can be used during post-employment services. The first module is a pre-training module that teaches the partners about the importance of training transfer, that is how to take concepts they are trained on and train or consult effectively with consumers and employers. The remaining eleven (11) modules are specific to WPS concepts. The modules were built using business and organizational models and are intended to prepare the CES partners to become consultants for both the employer and the employee with a disability.

Appendix five (5) provides a full listing with descriptions of the eleven WPS training modules. Examples of some of the topics covered during the training include understanding workplace culture, the stages of socialization, dealing with coworker perceptions of accommodations in the workplace, managing office politics, and creating effective communication in the workplace. Every module is accompanied with a PowerPoint presentation, handouts for group activities and discussion, and pre and post-knowledge tests. Each training takes 1½ to 2 hours to complete. This time is necessary to include both a presentation of the concepts and exercises/activities to illustrate putting the concepts into practice during post-employment services. Pre and post-tests may be given as a way to ascertain that the partners are developing an understanding of the concepts.

Once the CES has completed the WPS training, it will be important to reinforce their use of the concepts collaboratively. This may be done in a couple of ways. During each CES meeting, time may be reserved for WPS issues where partners can share an issue that has occurred with a consumer and/or an employer. The CES partners can brainstorm effective solutions based on concepts from the WPS training. Another way may be to rotate WPS case study presentations between the partners so that once a month a partner is required to select one of the modules and apply it to a consumer and/or employer she/he is working with. The case study is presented to the group for discussion.

To Do List

- Provide the summary list of WPS training modules and discuss during a CES meeting to determine the group's interest.
- CES partners should decide which, if not, all of the WPS trainings they would like to receive.
- Put together a schedule of dates, times, and locations for the WPS trainings.
- During each WPS training, administered a pre and post-knowledge test to determine the effectiveness of the training.
- During the CES meeting immediately after a WPS training, a follow up discussion should occur in terms of what the CES partners learned and how they are implementing the material into practice.
- Upon completion of the WPS trainings, reinforcement of the training concepts should be done (e.g. rotation of case study presentations).

Tools

- Summary List of WPS Training Modules
- Sample WPS Training Outline
- Sample WPS Pre/Post-Knowledge Test

Step 6: Conducting Employer Development

Now that you're familiar with the demand-side model, you have more skills and knowledge to develop relationships with employers. The way in which your CES group sets-up initiatives to outreach and learn more about employers will need to be established and agreed upon by your group. The following steps and tools are recommended for you to use when setting up your structure for shared employer development. One tool is the Employer Opportunity Survey (EOS)—a key tool to help begin developing relationships with employers. The EOS is an 18 question structured employer interview that has been found to effectively identify employers that are open to hiring workers with disabilities. Employers respond very positively to the EOS and it helps begin development of an effective relationship with employers. The EOS helps placement providers really understand an employer's personnel needs and procedures and it provides providers a structured interview tool to use.

To Do List

- At meetings, the group decides which employers will be contacted and which partner agency will act as the point-of-contact.
- Contact employer by phone or e-mail to set-up an appointment
- Use the Employment Opportunity Survey (EOS) for initial contact with targeted employers
- Document results of meeting and EOS answers in the EIES database (discussed in step 7) within two days of meeting
- Share information at meetings about results of employer contacts
- Set-up structure to conduct follow-up with employers

It is very important to establish regular contact after the initial meeting otherwise, you'll lose the connection that you made with the employer during your initial meeting.

- Organize special events

Your group may find that special events are a good way to connect with employers. For example, the pilot project in Syracuse conducted "phonathons" two times a year to outreach employers. At the phonathon, CES partners set aside two hours to make phone calls to approximately 100 employers. The goal is to set-up an appointment with as many employers as possible. You will find more information about the phonathon in the appendix. In addition, the Bronx CES joined other community organizers and cosponsored a job fair that attracted over 15 employers and 700 consumers. An Employer Breakfast was also planned to honor employers working with the consortium who have placed consumers in jobs within their organizations.

Tip

If possible, reserve meeting space where you have access to a computer with internet access and projector. That way, you can project and update the database during the meetings. A lot of valuable discussion about employers takes place during the meetings and it's best to capture the information in the database right away, as the conversation is taking place.

Tools

- EOS
- EOS Manual (found at www.essrtc.org)
- Sample EOS interview (found at www.essrtc.org)
- Phonathon procedure

Step 7: Using Technology to Support your Collaboration

A vital component used to support both your collaboration and employer development is technology. The Employer Information Exchange System (EIES) was developed by the CES pilot projects to digitally capture useful and valuable information about employers and job opportunities. The EIES is an on-line desktop employer database, and a password-protected shared resource for all CES partners.

The EIES gives your CES members an opportunity to access a broad range of employer information from their desk in their office! Basic information about the employer (contact information, types of jobs, hours, benefits, etc.), specific details on hiring procedures including the best way to approach a specific employer (by phone, fax, email, or in person), characteristics of the workplace culture, disability related issues such as accessibility, and openness to hiring and accommodating employee's with disabilities, are entered into a database. Job leads are also entered into the database, and partner agencies can search the database by type of job, employer, location and many other variables.

Capturing information about an employer's workplace culture and practices related to disability is insider information rarely found in other employment databases like Monster.com. As stated before, employer development is the hallmark of the CES and the EIES database allows the group to capitalize on the inside information gleaned during employer development activities—it provides a centralized storage repository that all CES members contribute to and access for detailed records of insider information.

To Do List

- Once the members of your CES group are determined and the MOUs are signed, all group members will have access to the EIES database. Your CES Project Coordinator will learn how to assign user names and passwords to each CES partner.
- Schedule a training during a meeting where the central coordinator orients the group to the database.
- It is recommended that the CES group members orient themselves to the database before entering "real" data. For a period of one month, all members will be given access to the training component of the database in order to learn how it functions.
- Establish an interactive group email so communication among all CES members can occur. Members can initiate a discussion, ask a question, and receive responses. Because each member benefits from answers to questions that are raised by other members, the forum should be organized so that the questions, answers and discussions may be viewed by the entire group. The Bronx CES used a Yahoo group web site, but many other servers are available.

Tip

Some CES partners may be extremely proficient right away in using the database while others may need more time. It is important for the central coordinator to be available to conduct trainings (with the entire CES group, a particular agency, or particular individual) as often as necessary.

Tools

- EIES Agreement
- Sample employer record from EIES database
- Sample job posting from EIES database

Step 8: Measuring your Success

Your CES group constructed goals and expectations that are outlined in the MOU and you've started to take action toward meeting your goals. Now, it's time to measure your success. It's important to evaluate your progress on a regular basis so you can celebrate achievements, make changes to your procedures when necessary and evaluate whether an agency is having difficulty in fully participating in the CES. The EIES database provides an efficient way to measure the group's interaction with employers. The ESSRTC will provide technical assistance with this step.

In addition, it is recommended that you evaluate the level of collaboration among the CES partners. This will provide members with an objective way to assess their level of progress and provide direction for improvement. As discussed before, collaboration takes time and commitment and evaluating and discussing it on a regular basis will make it easier for your group. A very effective way of measuring collaboration is by using the Wilder Collaboration Factors Inventory (Mattessich, Murray-Close, Monsey 2001) The Inventory rates key components of collaboration such as communication and process.

It is also useful for partner agencies to measure placement outcomes. We recommend using the Rehabilitation Success Survey (RSS). The RSS is a survey given to consumers post-placement to assess success and satisfaction with their job and other life variables. Two versions of the RSS exist—both a long and short version. Although it is optimal to administer the long version to obtain the most extensive data, your consumers may prefer the short version. The surveys are included in the appendix but the ESSRTC will also provide further technical assistance on how to administer the surveys.

To Do List

- Agree on a process to measure goals set by the CES group
- The CES coordinator compiles data and distributes at each meeting for the group to review
- Measure collaboration: Administer the Wilder Collaboration Survey every six months
- Measure placement outcomes using the RSS: Administer annually

Tools

- Rehabilitation Success Survey (RSS)
Long and Short versions.

Collaboration: The Benefits and Challenges

The CES model provides several benefits to partner agencies, employers, and consumers. Challenges also exist. Let's start with the **benefits**:

In partnership:

- **Agencies** have access to many more employers than they would individually.
- **Employers** profit by having a single point of contact and an easy method to tap into the labor supply of people with disabilities who are qualified and motivated workers.
- **Consumers** benefit by having access to a broader range of quality employment opportunities that should optimize the job match.
- In addition, the pooled resources of the partners enhance the social capital of consumers. The increased number of relationships that agencies build with employers will in turn enlarge consumers' networks.
- The EIES database: Unlike job banks found online, this database provides useful information about the employer's workplace culture in addition to details about the job. The CES partners have "insider" information unavailable to most job seekers because of their on-going relationships with employers. By sharing this information via the database, partners can quickly and efficiently evaluate if a job is appropriate for a candidate beyond job duties, and how best to approach that employer.

Collaboration is not easy to achieve and succeeds only with dedication from the group. Harrison, Lynch, Rosander, and Borton (1990), identified fourteen common barriers to collaboration that included competitiveness, parochial interests, lack of skill in coordinating, concerns about client confidentiality, resistance to change, inadequate knowledge about other agencies, negative attitudes, and little consideration of political bases. Some barriers that the CES pilot projects have encountered that you may find challenging include:

- **Territoriality**: Sharing employer contacts is both a benefit and hindrance to the CES model. CES partners may perceive themselves as competitors for both referrals and placements. Partners may hesitate to share employer contacts with other agencies for fear that they will lose job opportunities for their existing or future consumers, or that the other agency will send an inappropriate job candidate, which might then damage a relationship with an employer and make employers resistant to hiring individuals with disabilities in the future.

Tip

Focus on contacting "new" employers, not employers with which agencies already have a strong relationship. If your group chooses to connect with employers that a partner already has a strong relationship with, you should establish guidelines to help facilitate the communication with that employer. For example, the partner who has the relationship could be the "lead" contact with that employer—all communication with the employer goes through the designated partner first. Remember that employers typically appreciate having one contact in the rehabilitation community rather than several so establishing a lead contact will also be more appealing to the employer. Refer to the appendix on ground rules for employer development in terms of a protocol that may be useful to incorporate within your CES.

- **Trust:** Developing trust is a key step in the early development of successful collaboration and it may take a while for your group to trust one another. You'll experience both highs and lows with your collaborative effort. It's important to know that this is very normal.

- **Consistent participation:** Although regularly scheduled meetings are used to help build trust, these meetings also present challenges. Meeting attendance among certain partner agencies may become inconsistent. Moreover, staff members at some agencies share the responsibility of attending meetings. While rotating staff participation among agencies may increase involvement, it may also interfere with group continuity. Further, some staff members that attend meetings fail to communicate CES activities with others from their agencies.

- **Accountability:** A related challenge is follow-through or accountability. Partner agencies may agree to contact a specific company or coordinate training activities; however, there is no assurance that they will complete the task. As a result, other partners become reluctant to commit their time and energy, especially if they have historically been highly involved with CES activities. As participation in the CES is voluntary, no explicit sanctions or consequences for lack of participation exist. In the end, however, if a partner agency continually fails to participate in meetings or follow through on commitments, the active partners may decide to expel the inactive partner.

Tip

Use your regularly scheduled meetings to talk openly about partners' concerns around trust. It could take up to 10–15 meetings for agencies to begin feeling comfortable with one another. In addition, understanding the stages of collaboration (presented in the introduction of the manual) will assist your group in celebrating the highs and pushing through the lows.

Tip

Some agencies may have erratic attendance because of staff turnover. It's important that the CES Coordinator maintain consistent contact with all agencies both electronically and by office visits. The coordinator should schedule visits to each agency at least two times per year to meet with the staff in order to orient newly hired staff members to the CES. Visits will also promote strong relationships with the decision makers and supervisors at each agency and will ensure that all staff members are receiving all necessary information about the CES.

Tip

Use the "Goal Tracking Spreadsheet" to track meeting participation and progress of the group. The CES coordinator should update and bring the spreadsheet to each meeting so that the group can evaluate progress and whether a certain agency is having difficulty with meeting the requirements of the MOU. Promptly identify barriers to participation and address them explicitly with the entire group. A strategy that worked well for the Bronx CES was the formation of sub-committees consisting of 2–4 partner agencies. This fostered greater collaboration and task completion of special projects related to the CES.

- **Change:** While individuals may acknowledge that changing practices may be useful, any change is often met with resistance, as individuals prefer to continue working as they have and agency policies may dictate how services are delivered. The challenge of the CES model is to keep the collaborative momentum moving so that the new practices are solidified and become common practice. While this process can take years, it is expedited once partners experience the positive effects and benefits of the new practices.
- **Demand-Side Model:** For most partner agencies, the demand side model is a shift from their normal practices. While employer consulting is often discussed in the literature as a vital component of job placement, (Fabian, Luecking, & Tilson, 1994; Gilbride & Stensrud, 2003; Vandergoot, 1987) many providers lack the skill to help employers become more open and accommodating to people with disabilities. A demand side approach requires placement providers to have a deep understanding of the employer's perspective and needs. The CES model attempts to help providers develop this knowledge.
- **Workplace Socialization:** CES partners may find it challenging to adopt the WPS training modules into practice in part because it requires a shift in mindset as seen in the Demand-Side Model. Use of the WPS model requires the partner to acquire a business and organizational understanding of employers. It also requires the partner to shift from serving the needs of only the consumer to addressing the needs of the employer as well. Consequently this may prove difficult for the partner who entered the field purely from a human service perspective. However, those who do make the shift may experience greater success because of their increased competency to address organizational and socialization issues that affect their consumers and the employers who hire them.

Tip

Be patient. Changing a system that has been in place for many years will take time. Because of this, CES partners should expect to commit an initial time period of one to two years. And, remember, create structure so that it's easier for your group to plan for CES activities and to know what to expect and be sure to include stakeholders in the decision-making process.

Tip

Be sure to complete the Demand Side training modules to enhance your groups understanding of the model.

Tip

Complete all WPS training modules to optimize your group's competency in this area. Once the trainings are complete, reinforce the concepts through ongoing activities during CES meetings that focus on WPS issues. The project coordinator should continually seek out reading materials focused on WPS issues and introduce them in the meetings for discussion topics.

Appendices

Step 1 Appendices

CES/Consortium for Employment Success: Introductory Meeting

Date

Location

Agenda

12:30 – 12:45 Introductions

- Name, affiliation, agency's previous experience with collaboration (if any)

12:45 – 1:10 Review of CES model

- Demand-side employer development; networking with employers
- Collaboration
- EIES database
- Goal measurement

1:10 – 1:25 Discussion: First impressions of model

1:25 – 1:30 Next steps

- Scheduling next meeting
 - Filling out agency information form
-

CES Partner Information Form

Date:

Name of Agency:

Website:

Primary Contact Person:

Title:

Phone/E-mail:

Services Provided

Who do you provide services to? (disability type, age range, education, work history, approximate number of placements per year)

What are the most significant employment challenges for the consumers that you serve?

What type of employment related services do you provide? (job club, supported employment, on the job training, etc.)

Staff

What staff members work in the employment department? (Please provide title, job functions, and number of staff members)

How does staff currently track employer development and placement activities? (paper files, database, etc.)

What barriers and challenges do staff face?

Employer Development

How does the staff obtain job leads?

What is your policy regarding employer outreach and networking both before and after placement?

History of Collaboration

Has your agency participated in other employment-related collaborations? If yes, what were the participating requirements?

Step 2 Appendices

Memorandum of Understanding The Consortium for Employment Success

Date: _____

PROJECT PARTNER

Agency:

Website:

Address:

Contact person:

Phone Number:

Email:

Phone #:

LENGTH OF PARTNERSHIP

The partnership will run for approximately X years from _____ to _____. The initial MOU will cover the first year of the partnership.

PROJECT DESCRIPTION & PURPOSE:

The purpose of this project is to create a consortium (CES) of rehabilitation providers who work collaboratively to serve the needs of their consumers and employers within the X LOCATION area. Through collaboration, the goal of the CES is to: (1) increase access for people with disabilities to effective placement and post-placement services and (2) develop a well-managed and centralized employer network.

The CES will serve as a central entity within X LOCATION, formally integrating rehabilitation providers. The CES will offer support services to employers and persons with disabilities, enabling them to better meet each other's needs.

CES partners will also receive job placement and post-placement training directed towards innovative techniques that can be adapted into service delivery. In addition, CES partners will assist in the collection of information regarding their consumers and employers to determine if the CES contributes to better employment outcomes for individuals with disabilities.

CES OFFICE AND MEETING LOCATION

(To be determined)

CES RESOURCES

The CES will have a full time (or part time) coordinator working with agencies and employers. Each partner agency as agreed to provide: _____

CES PARTNER RESPONSIBILITIES

- 1. Participate in CES coordination meetings and employer development activities**
At least one member of each partner agency will be actively involved in all the CES placement and employer development activities and planning.
- 2. Participate in training workshops**
CES partners will complete the on-line demand-side training modules. Other trainings designed to provide practical skills and tools to enhance placement will be developed and administered as needed on an on-going basis.
- 3. Provide employer information for the CES database, and coordinate employer contacts with CES partners and staff**
Partner staff will work closely with the CES to contact, track and manage employer relationships.
- 4. Provide consulting services to employers, both pre and post placement**
Note: This is an optional service that the CES may want to provide
Partners will work with CES staff to provide a variety of disability-related personnel consulting services to the CES employer network, both to increase the openness of the employer to hiring and accommodating workers with disabilities, and to enhance the success of consumers after placement.
- 5. Assist in collection of outcome data from consumers and collaboration**
Partners will assist in helping the CES collect data from consumers on their employment success (using the Rehabilitation Success Survey) and on the group collaboration.
- 6. Provide material support to the CES**
The CES Coordinator's office and CES meeting locations need to be determined. Please indicate type of support your agency may provide to the CES (i.e. space for meetings, etc.):

CES RESPONSIBILITIES

- To facilitate CES meetings and employer development activities.
- To organize job placement and post-employment training to CES partners as needed
- To provide technical support to CES partners on all phases of the project
- To administer EIES database and track data

POTENTIAL BENEFITS FOR CES PARTNERS

- Consumers may gain access to more employment opportunities
- Consumers may obtain higher quality jobs
- Consumers may experience longer job tenure
- Partner agencies may place consumers in better jobs more quickly
- Partner agencies may have access to a broader range of employers
- Partner agencies may more effectively collaborate with, and benefit from, the expertise of other partners
- Partner staff skills may be improved by participation in training
- Employers may have a more consistent ongoing relationship with the disability provider community
- Employers may have one contact to help them solve disability related personnel problems, and receive consulting services

COMMITMENT TO CONFIDENTIALITY

To ensure the confidentiality of consumers and employers served by CES partners, all surveys (hardcopy and online) will be coded. Information entered into any database will be password protected.

INCORPORATION OF NEW CES PARTNERS

As the project evolves, new members are expected to join the CES. The CES will establish a process that effectively integrates new members into the consortium.

CHANGES TO THE MOU

Throughout the course of the project, the MOU will be reviewed and revised as needed (typically on an annual basis).

EXITING PROCESS

Any partner who decides to withdraw from the CES has the right to do so at any time. A formal letter of notification to the CES Coordinator will be required indicating the partner's wish to withdraw.

Signature

Date

Sample Meeting Agenda

Service Provider Meeting

Date

Location

Agenda

12:30 – 12:40 Announcements

- CES announcements
- Other community announcements

12:40 – 1:10 Employer and job opportunity updates

- Reports on recent visits to employers/EOS interviews
- Reports on job announcements
- Updating database (if necessary)
- Goal measurement (review report of monthly activity to assess whether goals set by CES partners were met)

1:10 – 1:30 Strategy building/identification of employers of interest

- Decide which employers to target next
- Decide which agency will be the primary contact for each employer

Note: From time to time, you may need to add items to the agenda that relate to special events the group is coordinating like a phonathon, job fair or a training.

Sample Meeting Schedule

January to May

Date	Event	Time	Location
1/23/07	Quarterly planning meeting (breakfast served)	9am – 11:30am	X Agency
2/1/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
2/15/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
3/1/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
3/15/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
4/5/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
4/18/07	Quarterly planning meeting (breakfast served)	9am – 11:30am	X Agency
5/3/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
5/17/07	Service Provider Meeting	12:30 – 1:30pm	X Agency

June to December

Date	Event	Time	Location
6/7/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
6/21/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
7/5/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
7/19/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
8/2/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
8/16/07	Quarterly planning meeting (breakfast served)	9am – 11:30 am	X Agency
9/6/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
9/20/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
10/4/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
10/18/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
11/1/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
11/15/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
11/29/07	Service Provider Meeting	12:30 – 1:30pm	X Agency
December	CES Annual Meeting	TBA	TBA

CES/Consortium for Employment Success Central Coordinator

JOB DESCRIPTION

Job Title

Central Coordinator

Nature of Work

This position will support an initiative designed to address employment for persons with disabilities. The coordinator will work with local rehabilitation agencies to increase their collaboration, and with employers to increase employment opportunities for people with disabilities. The individual selected for this position will manage coordination of the initiative: scheduling and facilitating meetings, providing technical support to CES partner agencies, planning events to connect with local businesses and employers, administering the central database used to store data and files related to the project, collecting and presenting data to measure success of initiative.

Minimum Qualifications

Education & Experience

1. Masters degree in rehabilitation counseling or a related professional field (CRC preferred)
2. Experience of two years working within a rehabilitation agency or organization
3. Experience in interacting with employers in a rehabilitation context

Knowledge, Skills, & Abilities

1. Knowledge about the rehabilitation counseling profession specific to employment and disability
2. Proficiency in Microsoft Office (Word, Access, Excel, etc.) and with the internet
3. Ability to work independently and collaboratively as a team player
4. Coordination, collaboration, organizational, and leadership skills
5. Professional writing skills
6. Ability to drive

Essential Job Duties

1. Assist in coordinating local rehabilitation agency participation in formal consortium
2. Coordinate initial contact with local employers, and work with agencies to develop employer tracking and management systems
3. Assist in training rehabilitation agency staff in advanced strategies for placement and employer development
4. Oversee and participate in the collection of data from the field, including interviews, surveys, and observations
5. Manage databases for sorting data
6. Manage record keeping systems to maintain accuracy, security, and privacy of all data collected
7. Assist in data analyses using applications such as Excel and internet-based database

Working Conditions

Travel to local rehabilitation agencies is also required in order to coordinate project activities. May require occasional distance travel.

Compensation

Annual salary: FILL IN BASED ON PT OR FT POSITION

Mileage reimbursement

Step 5 Appendices

Workplace Socialization Training Modules

WPS Module One: Defining Workplace Culture: Maximizing Integration for Employees with Disabilities

The objective of this WPS module is to educate students about workplace/organizational culture. Students are presented with Schein's (1985) three level model of workplace culture including the artifacts and behaviors, values, and beliefs. Incorporating the work of Hagner (2000) students are taught how to identify the artifacts of the workplace when providing job placement and post-employment services so as to optimize a consumer's successful integration. They also learn about the different types of cultures (e.g. hierarchical versus clan) in relation to the types of artifacts that one may see in these various types of settings. Furthermore, students are taught how to consult with employers about the culture and train consumers on independently identifying the artifacts on their own.

WPS Module Two: Stages of Socialization: Adjustment Issues in the Workplace

Students learn about the three stage process of socialization that new employees go through starting with the pre-encounter stage, then the encounter stage, and finally the role management stage (Jablin, 1987). Students are taught about the formation of work expectations prior to the first day on the job based on the artifacts gathered from the pre-employment phase (job search, interview process, etc). Then they learn about expectation discrepancies and negotiations that occur between the employer and the employee during the socialization period. Discrepancies often occur between perceived versus actual expectations in relation to the culture, work roles and behaviors, job tasks, etc. (Jablin, 1987). The module illustrates how the level of negotiation and role management can influence whether an employee leaves or stays on the job. To minimize discrepancies, information is provided about realistic job previews with tips on how to consult with employers in using this tool. Lastly, students learn how to assist consumers in managing expectation discrepancies and job roles with respect to all aspects of the job including specific work tasks to organizational norms.

WPS Module Three: Structured Socialization Experiences: Creating an Optimal Context for Successful Adjustment

During this WPS module, students learn about the various formal socialization experiences a new employee undergoes when "learning the ropes" of a new job and organization (e.g. collective, sequential experiences, etc.). Van Maanen and Schein's (1979) model as described earlier is presented in relation to the work experiences of a new employee with a disability. As indicated by the research, employment outcomes relevant to these experiences (e.g. role ambiguity, organizational commitment, etc.) are reviewed. Students are challenged to consider ways of incorporating these experiences into the work setting for their consumers and how to effectively consult with employers about adopting practices that include formal socialization experiences. Furthermore, the module demonstrates the application of formal socialization experiences for both employees with and without disabilities. Students can use this information to relay to employers how universally beneficial formal experiences are for both their consumers as well as other employees in the work setting. They may also educate their consumers about these concepts in an effort to help them self advocate for these types of experiences at work.

WPS Module Four: Unstructured Socialization Experiences: Creating an Optimal Context for Successful Adjustment

This WPS module helps students to effectively identify and describe those socialization experiences that are typically unplanned and occur informally within the work setting. Students explore these informal socialization experiences through a model developed by Hart and Miller (2005). As described above, this model defines various informal experiences a new employee encounters while acclimating into the work setting. Such experiences may include social/recreational activities, the telling of stories, orientation to group norms, trial by fire events, and informal initiations and rituals (Hart & Miller, 2005). Through these experiences, new employees access information that is often hidden or uncovered gradually overtime but essential for successful integration (Chao, 1997). Strategies are discussed in terms of how to include consumers into these types of experiences through consultation with both employers and consumers.

WPS Module Five: Perceived Fairness of Accommodations in the Workplace: The Role of Coworkers

Borrowing from the work of Colella et al., (2004) this WPS module presents a model that applies concepts of procedural justice to coworker perceptions of workplace accommodations. Procedural justice is a concept researched within the organizational behavior field that says employees are likely to make decisions about the fairness of how rewards (e.g. reserved parking space, office with a window, bonus, etc.) are distributed in the workplace. Certain rules may sway whether employees perceive the process of reward distributions as fair or unfair (Colella et al., 2004). When seen as unfair, this is thought to negatively affect the organizational culture (Robbins, 1998). The premise behind the model is that accommodations are a form of a reward and therefore judge procedurally in terms of their fairness. If employees believe the procedure to authorize the accommodation was unfair, they may be inclined to sabotage the employee's work experience or use of the accommodation.

Students learn about individual and organizational factors as well as eight procedural justice rules that influence whether an accommodation is seen as fair (Colella et al., 2004). When the rules are followed, coworkers are more inclined to see the accommodation as being fair. Students are trained to consult with employers on how to follow the rules in order to promote an equitable process that supports the use of accommodations in the workplace. Adjacent to the rules, the module also emphasizes the recognition of coworker sabotage and how to counter its effects. Students are encouraged to train their consumers and employers on how to recognize the signs of sabotage so that effective solutions may be implemented early on.

WPS Module Six: Socialization Message Content: Making Sense of Newcomer Information

This WPS module focuses on identifying and describing the content of messages communicated to newcomers during organizational socialization. Students learn about content that is most helpful to communicate to newcomers during their adjustment into the work setting. Some of these content areas include performance information, history, politics, coworker acceptance, workplace language, organizational goals and values (Chao et al., 1994; Hart & Miller, 2005). In addition, they are familiarized with the workplace settings associated with particular kinds of message content as well as their primary sources (e.g. supervisors, coworkers). The module also addresses how the content of messages communicated to new employees with disabilities may differ from those without disabilities; and how to facilitate communication across the different content areas that will help improve socialization outcomes for employees with disabilities.

WPS Module Seven: The Politics of Fitting in at Work

During this training, students are familiarized with the definition of workplace politics, the types of political games that are played, who are the political players, and the effects these games may have on an employee's adjustment into a job (Lubit & Gordon, 2003). Students learn about organizational cultures that are more inclined to have politics over others and how this information can be beneficial to know when working with consumers. Case studies specific to employees with disabilities are used to illustrate the manner in which politics occur and strategies that consumers can use to navigate their way through effectively. Employer strategies for managing politics and tactics for broaching the subject are provided to students as a way to encourage employer consultation on this topic.

WPS Module Eight: Developing Relationships with Coworkers

In this WPS module, students are asked to consider the types of issues consumers may encounter in their relationships with coworkers and the impact this has on their workplace adjustment. Students are introduced to the types of coworker relationships that occur in the organization from personal to professional relationships (Hagner, 1993; Wall, 1999). Various types of organizational cultures are also explored in relation to the type of coworker relationships supported by the organization. This information can be used to help consumers recognize and follow the acceptable norms of relationships at work. Other topics addressed in this module include coworker conflict and tactics for building relationships within the social norms of the workplace. To maintain an employer angle, students are provided with information to consult with employers on in terms of creating a workplace culture that supports productive coworker relationships.

WPS Module Nine: Developing Relationships with Supervisors

As a follow up to module eight, students learn about the significance and nature of the supervisor/employee relationship and its effect on adjustment into the work setting for an employee with a disability. A key element of this relationship is the pattern of communication that occurs between the two entities. From an organizational perspective, students learn about communication patterns between supervisors and employees. Building upon the seminal work of Gibb (1961), organizational communication theory pertinent to confirming and constructive communication is discussed. Students are familiarized with specific techniques both supervisors and employees can use with each other to relay confirming or supportive messages that foster positive work relationships. Likewise, techniques are provided for constructive communication whereby the supervisor and employee can maintain a positive relationship while dealing with more challenging or difficult situations. Lastly, tips are provided specific to supervisors on more successful management strategies which rehabilitation providers can offer as expertise during job placement and post-employment services. Tips are also provided for employees with disabilities on being an effective communicator in terms of receiving and offering information from/to a supervisor.

WPS Module Ten: Information Seeking: Being Proactive as a New Employee

This WPS module was developed from a line of research that addresses organizational socialization from an information seeking perspective (Miller & Jablin, 1991). Students are exposed to organizational theory that examines the types of information newcomers seek out to learn about the job/organization and how they use information seeking strategies to obtain this information. A model by Miller & Jablin (1991) introduces the students to seven strategies including overt questioning, indirect questioning, testing limits, surveillance, observing, disguising conversation, and using third parties. These strategies have been shown to reduce a new employee's level of role ambiguity and role conflict which can improve employment outcomes such as job satisfaction, organizational commitment, and job retention (Morrison, 2002). Through the use of case studies, students are shown how a newcomer with a disability can use each strategy when learning about information specific to the job (e.g. job task) and the organizational culture (e.g. social norms).

Other elements of this module include learning about key sources of information (e.g. supervisors, coworkers, subordinates) and which sources are useful for certain types of information. Students are also familiarized with individual and organizational factors that influence a newcomer's decision to use certain information seeking strategies. These factors are discussed in relation to the individual and the context with emphasis on issues pertinent to disability. A segment of the training also reviews the role of employer consultation about information seeking and ways to create a work environment that encourages this behavior among employees including those with disabilities.

WPS Module Eleven: Stigma in the Workplace

Students learn about stigma, its characteristics within the work setting, and the effect it has on employees with disabilities in the workplace. Students are familiarized with three types of stigma including direct, indirect, and perceived stigma and how to recognize their presence specific to work performance and collegial interactions. A model is presented that reviews disability-friendly work environments that have less stigma and how to consult with employers on creating this type of workplace. In addition, students are given tips on how to prepare their consumers to cope with stigma that may occur or blend into the workplace culture as a way to avoid being stigmatized.

Outline of WPS Training Module 1: Defining Workplace Culture: Maximizing Integration for Employees with Disabilities

Module General Topics

Overview: Knowledge, Skills, & Abilities (KSA) and Values of the Worker

Defining Workplace Culture

Characteristics of Workplace Culture

Evaluating the Workplace Culture

Comparing Workplace Culture to KSA & Values of the Worker

Objectives

Knowledge

1. Trainees should be able to describe what is workplace culture
2. Trainees should be able to describe characteristics of workplace culture
3. Trainees should be able to identify discrepancies/similarities between the workplace culture and their consumers' KSA & values

Skills

1. Trainees should be able to evaluate the workplace culture
2. Trainees should be able to educate their consumers about workplace culture and its characteristics
3. Trainees should be able to evaluate their consumers' KSA and values in comparison to the workplace culture
4. Trainees should be able to discuss with their consumers discrepancies & similarities between the workplace culture and their KSA and values

Outline of Training

- Pre-Test – Give as participants walk in. (5 minutes)
- Introduce topic (5 minutes)
- Have participants complete “Define Your Workplace Culture” form & discuss briefly (10 minutes – optional)
- Present Power Point – (60- 75 minutes)
 - Upon introduction of Schein’s model, have participants match artifacts with values and beliefs
 - Introduce types of culture and have participants match artifacts to types of culture
 - Review tools to assess workplace culture
 - Introduce KSA-V’s briefly
- Case scenario: Limberry Lumber (30 Minutes)

Readings

Article on Limeberry Lumber Company

Video segment/visual and/or diagrams

None

Activities

1. Match the artifact with the value (occurs during Power Point presentation)
 2. Limeberry case scenario (occurs at end of Power Point presentation)
-

Outline WPS Training Module 2: Defining Workplace Culture: Maximizing Integration

Self-Test

Pre-test before training

Post-test two weeks following training

Feedback survey (end of training and two weeks post-training)

Glossary

Culture Artifact List

Handouts

Culture Artifact List

Workplace Culture Checklist

Types of Workplace Culture

Culture Fit Worksheet (Provider Version)

Culture Fit Worksheet (Consumer Version)

WPS Train-the-Trainer Ideas List

Sample Pre/Post Test for WPS Training Module 7: The Politics of Fitting In
The Politics of Fitting In—Module 7
What Do You Know?

Choose True or False for each item

- | | | |
|---|------|-------|
| 1. Workplace politics are usually subtle and informal. | True | False |
| 2. There are only negative aspects to workplace politics. | True | False |
| 3. Some clients may mistakenly attribute coworker behavior as a reaction to their disability instead of workplace politics. | True | False |
| 4. Political behavior always increases employee performance in the workplace. | True | False |
| 5. When job expectations are clear, less politicking occurs in the workplace. | True | False |
| 6. Exchange of favors is one type of political behavior. | True | False |
| 7. Politics are more common in smaller companies than in larger ones. | True | False |
| 8. Using rational persuasion is considered one of the better political tactics to use. | True | False |
-

Step 6 Appendices

EOS/Employer Opportunity Survey

CES/Consortium for Employment Success

1. What are your company's key strengths?
 2. What are the three top concerns of your company's Chief Executive Officer?
 3. What recruiting resources do you use to find good candidates?
 - a. What are your top two resources?
 - b. What experiences have you had with government recruiting resources such as the Department of Labor and the state vocational rehabilitation agency?
 4. How has using automated electronic applications, such as resume scanning, using fax machines, email and the Internet, changed the make up of your applicant pool, if at all?
 5. What jobs do you currently have openings for or that you will have in the near future?
 6. What personal attributes or characteristics does your company look for in new hires?
 7. What criteria or measures, such as interviews and reference checks, do you use to determine if an applicant is a good fit for the job?
 8. If you had to choose, would you select someone who you knew to be a quick learner or someone who you knew to be very dependable? Why?
 9. Do you provide internships and/or apprenticeships?
 10. Can supervisors flexibly assign job tasks based on an employee's strengths and weaknesses?
 11. Does your company have special recognition programs or activities for individual employees, teams, departments or other groups?
 12. How do you communicate with, and get feedback from, your employees?
 13. What benefits do you offer?
 14. What kind of social activities does your company have and who participates?
 15. If a new hire or current employee asks for an accommodation, who would you go to for technical assistance?
 16. How do you handle it when an employee returns to work after an illness or injury?
 17. What was the single most effective action your company took to promote diversity in the workplace? How did that come about?
 18. What are you most proud of at your place of employment?
-

Phonathon Procedure

Sample letter to be mailed two weeks prior to date of phonathon

Dear Contact:

I am writing to request your participation in an innovative community project—the Consortium for Employment Success (CES). The CES is designed to assist X-area businesses in securing qualified applicants to fill open positions.

The CES is a collaborative group of 10 no-fee employment and education providers in the X area. Our goal is to successfully match job applicants to job openings. In order to do this, our first step is to understand the needs of local businesses like yours. We want to better understand how you define “quality applicant” and what skills are necessary to be a successful employee with your organization. The information that we obtain will allow our partners to make more high-quality referrals for job openings.

We would welcome the opportunity to learn more about your personnel needs. A CES member will contact you by phone later on DATE OF PHONATHON. Until then, please contact me at PHONE NUMBER or E-MAIL if you would like more information. I will be happy to explain our project in further detail.

Sincerely,

NAME
CES Project Coordinator

Procedure to follow on the day of the phonathon

You will need: Your calendar

Goal of the call: To schedule an appointment to conduct the EOS

Making the call: Sample script

Hello, my name is X and I’m calling from the Consortium for Employment Success. We sent you a letter last week and I wanted to follow up with you. Did you receive the letter?

If employer received letter:

Do you have a minute? As the letter stated, we are very interested in getting to know your company. Our goal is to meet your recruitment needs by learning more about what makes an employee successful at your organization. I’d love an opportunity to come to your office to meet you. Typically, when we visit a business, we have a standard set of questions that we ask employers which can help us to better understand the types of skills and abilities you seek in new hires. We have completed the survey with many organizations in the past and it has been received very positively. Are you available to meet?

If yes:

- Set-up the appointment.
- Inform him/her that two members of the CES will attend the meeting.
- The meeting will take approximately 30 minutes.
- End the conversation by asking whether he/she has questions.

If employer is unable to meet:

- Ask: Is there anyone else at your organization that could meet with us? (You can also give the option of faxing or e-mailing the EOS questions.)
-

If employer did not receive letter:

Do you have a few minutes for me to explain what we do? The CES is a group of 10 no-fee employment service providers and our goal is to successfully match job applicants to job openings. In order to do this, our first step is to understand the needs of local businesses like yours. Our goal is to understand how each business defines “quality applicant” and what skills are necessary to be a successful employee. The information that we obtain allows us to make more high-quality referrals for job openings.

I’d love an opportunity to come to your office to meet you. Typically, when we visit a business, we have a standard set of questions that we ask employers which can help us to better understand the types of skills and abilities you seek in new hires. We have completed the survey with many organizations in the past and it has been received very positively. Are you available to meet? **If yes:**

- Set-up the appointment.
- Inform him/her that two or three members of the CES will attend the meeting.
- The meeting will take between 45 minutes and an hour.
- End the conversation by asking whether he/she has questions.

When there is no answer:

- Hang up without leaving a message.
- Call back 15 minutes later.
- If still no answer, leave a message stating your name, phone number and that you’re calling from the Consortium for Employment Success to follow-up on a letter sent last week.
- If the individual does not return your phone call, it is recommended that you call again (for the last time) two to three days after the phonathon.

Follow-up with employers already in the database

- In addition to contacting new employers, the group may want to follow-up with employers met with or contacted in the past. The specific procedure for follow-up will need to be determined by the group.

Log all results in the database

- If a new employer, start a new record and log all known information even if you only left a message. Even if you only left a message, be sure to note this.
- For those already in the database that you follow-up with, record the results of your phone call in the database.

After the phonathon

- Make necessary follow-up calls
 - Attend scheduled appointments to conduct the EOS
 - Log information into database
 - Report on visits at next meeting
-

Step 7 Appendices

Employment Information Exchange System Agreement Form

History

The CES Employment Information Exchange System (EIES) database is a vocational rehabilitation tool used to share information about employers and available jobs in the community. The goal of the database is to create a tool where placement specialists have easy access to valuable information that will assist them in making successful job matches and placements. The EIES was built with funds from a U.S. Department of Education/ National Institute of Disability Research and Rehabilitation grant. This grant also supports the CES.

In early 2005, CES partners began to conceptually develop the EIES. Partners participated in numerous meetings to determine the necessary data elements and to develop a framework. Once established, the framework was shared with a technology consultant who helped create a working database. The EIES will continue to evolve as we discover new ways to enhance and improve it and to better meet the needs of CES members.

EIES Use

Use of the EIES is limited to partner agency staff members who are involved in the CES. Each user is assigned a log-in name and password. Users are not permitted to share their log-in and password. While most of the information posted on the EIES is public information, some of the information that we collect from employers is confidential and for the use of CES partners only. Maintaining trustful relationships with employers and other CES partners is a top priority.

Guidelines

- The CES Coordinator is available to train partner agency staff members when necessary.
- All users are required to read and sign the agreement prior to accessing the EIES and all agencies must have an updated and signed MOU on file in order to access the database.
- Refer all comments and questions about the EIES to the CES Coordinator (add contact information here).
- All partner agencies will contribute to populating the EIES and to developing it as it grows. Decisions about definitive policies and procedures will be determined by the CES when necessary.
- Staff members who cease working at a partner agency or who no longer work on the vocational team must notify the CES Coordinator and relinquish their database access.

Please complete, sign and fax to (CES Administrator Name and Fax Number here)

Name _____ **Agency** _____

Your log-in is your first initial and last name (ex. jdoe)

Phone number _____ **E-mail address** _____

Please indicate what you'd like your password to be: _____

By signing this, you agree to abide by the guidelines outlined above and to EIES policies and procedures that the CES develops in the future.

Signature _____ **Date** _____

Sample/Fictional Database Record Company XYZ

Employer Name	Company XYZ
Address1	123 Main Street
City, State Zip	Syracuse, NY 10000
Contact Name	Jane Doe, CFO Phone: 315/423-1000 x100 Fax: 315/423-1100
Business Type	Manufacturing/Warehouse
Accessible by public transportation	Yes
Number of Employees	76-300
Contracts hiring agencies	Sometimes
Works with job coaches	Yes
Used job coaches previously	Yes
Open to job carving	No
Web Site	www.xyz.com
Are Union Positions Available	No
Hours of Operation	Weekdays, Days, Evening
Educational Requirements	GED
Job Opportunities	Driver/Delivery, Mechanic, Assembly Line
Hiring Procedures/Requirements	Criminal Check, Drug Screening, Interview, On-line Application, Physical Exam, References Other: Jane Doe stressed that, although applications may be submitted via fax, on-line applications are preferred.
Benefits	All benefits are provided after successful completion of a two month job trial period.
Job Training Opportunities	Driving positions require special license. Company is willing to train new hires and pay for license application.
Accessibility, restrictions, etc.	Note: The factory is very loud and hot in the summer.
Unique Characteristics / Work Place Culture	XYZ is currently hiring 5 delivery drivers and welcomes applications. However, if you need to speak with Jane Doe directly, please be sure to contact Jennifer (CES partner) first. She would prefer to have one point of contact from the CES rather than numerous contacts.
Spoke to/met with	Jane Doe
Contact Method:	Office Visit
CES Partner	X Agency
Heard About This Employer By	Business related networking
Date of Initial Contact	7/10/07
Input By	Jennifer
Date Input	7/12/07

Sample/Fictional Job Posting Driver/Furniture Delivery

Employer Name	Company XYZ
Address1	123 Main Street
City, State Zip	Syracuse, NY 10000
Contact Name	Jane Doe, CFO Phone: 315/423-1000 x100
Job Title	Driver/Furniture Delivery
Date Job Search Open	02-Nov-07
Date Job Search Closed	07-Dec-07
Job Start Date	14-Dec-07
Number of Openings	5
Job Opportunity	Driver
Other Job Opportunities	
Job Functions	Verify piece count with Warehouse Leader; deliver merchandise to customer home in an efficient, safe, and courteous manner; complete route sheet for check in process; obtain proper customer signatures; clean truck
Job Description	The experienced furniture delivery driver along with a professionally trained assistant/helper must provide outstanding and consistent customer service while setting up merchandise in our customer's homes.
Qualifications/Experience	Must have High school Diploma or equivalent and ability to lift heavy furniture. Drivers must have clean driving record.
Educational Requirements	GED
Hiring Procedures	Criminal Check, Drug Screening, Interview, On-line Application, Physical Exam, References
Benefits	Dental, Medical, Paid Sick Time, Paid Vacation
Other Benefits	All benefits are provided after successful completion of a two month job trial period.
CES Member Contact	Jennifer
Contact Method	Contact Jennifer prior to contacting Jane Doe

Please circle the number that best indicates your agreement with each of the following statements:

- | | Strongly
Disagree | | | | Strongly
Agree |
|--|----------------------|---|---|---|-------------------|
| 24. I am better off financially because I am working | 1 | 2 | 3 | 4 | 5 |
| 25. I am satisfied with my Salary | 1 | 2 | 3 | 4 | 5 |
| 26. I am paid the same as others doing similar work | 1 | 2 | 3 | 4 | 5 |

27. Did you complete: 8th Grade _____ 2 year College _____
 (Check highest grade High School _____ 4 year College _____
 completed) GED _____ Graduate Work _____
 Trade School _____

28. How many months have you worked at your current job? _____
29. What was your salary when you were first hired? _____ (Circle one: Hour, Week, Month, Year)
30. What is your current salary? _____ (Circle one: Hour, Week, Month, Year)
31. Has your employer provided you with any work accommodations (i.e. changed any part of the job or provided you special equipment because of your disability)? Yes ___ No ___
32. If yes, please indicate what your employer did for you: _____

33. Have you been promoted by your employer? Yes ___ No ___
34. If no, do you see the possibility of getting a promotion? Yes ___ No ___
35. Are you satisfied with your current job/career path? Yes ___ No ___
36. How long do you anticipate staying in this job?
 This year _____ Next few years _____ Don't expect to change _____
37. Did your employer provide you training in how to do your job? Yes ___ No ___
38. Did your employer offer you any other training? Yes ___ No ___
39. If yes, please indicate: _____
40. Has your employer paid for you to attend school? Yes ___ No ___
41. If yes, what kind of school:
 Vocational/Technical _____
 Community College _____
 University _____
 Other (Please Specify) _____
42. Are you currently attending any other training or schooling on your own? Yes ___ No ___
43. If yes, please indicate: _____

Please circle the number that best indicates your agreement with each of the following questions:

	Strongly Disagree			Strongly Agree	
44. My job allows me to use my talents and abilities.	1	2	3	4	5
45. Other people think my job is important.	1	2	3	4	5
46. If I moved, I could get a better job.	1	2	3	4	5
47. I am currently happy with my job.	1	2	3	4	5
48. I participate in more social activities since I started working.	1	2	3	4	5
49. My family life is better since I started working.	1	2	3	4	5
50. I am better off now than I was before.	1	2	3	4	5
51. Since I started working my life is more hectic.	1	2	3	4	5
52. I think my job is important.	1	2	3	4	5
53. My family has had a hard time adjusting to my working	1	2	3	4	5
54. I am now able to do more of the things I like to do.	1	2	3	4	5
55. I am happier now than before.	1	2	3	4	5
56. Since I started working I have less control over my life.	1	2	3	4	5
57. I look forward to going to work.	1	2	3	4	5
58. I have made friends at work.	1	2	3	4	5

59. If you are currently **not** working please put a check mark next to the primary reason:

Medical problems _____

Transportation _____

Laid off _____

Fired _____

Job ended _____

Work not available in my area _____

Retired _____

Need to take care of a family member _____

I could make more money or get medical benefits by not working _____

My job was seasonal _____

Will you return to this job? Yes ___ No ___

I quit _____

Why? _____

60. If you are not working, are you currently looking for a job? Yes ___ No ___

Rehabilitation Success Survey (Short Version)

1. What line of work are you in? _____
2. How many hours per week do you work? ____
 Would you like to work more hours? Yes ____ No ____
3. What is your current age? _____
4. Are you currently (circle one): Single, Married, Separated/Divorced, Widowed
5. What is your race/ethnic origin? (Circle one) African-American, Asian, Hispanic, Native American, Asian-Pacific Islander, Caucasian/White, Other: _____
6. What is your gender? (Circle one) Female, Male
7. What is your biggest barrier to obtaining a job or keeping your job? _____

8. Do you receive medical benefits from your employer? Yes ____ No ____
9. Do you receive SSI: Yes ____ No ____ SSDI Yes ____ No ____
10. What is your current salary? _____(Circle one: Hour, Week, Month, Year)
11. Has your employer provided you with any work accommodations (i.e. changed any part of the job or provided you special equipment because of your disability)? Yes ____ No ____
 If yes, please indicate what your employer did for you: _____

Please circle the number that best indicates your agreement with each of the following questions:

	Strongly Disagree				Strongly Agree
12. My job allows me to use my talents and abilities.	1	2	3	4	5
13. I participate in more social activities since I started working.	1	2	3	4	5
14. I am better off now than I was before.	1	2	3	4	5
15. I am happier now than before.	1	2	3	4	5
16. I look forward to going to work.	1	2	3	4	5
17. I have made friends at work.	1	2	3	4	5

Collaboration Appendices

Consortium for Employment Success: Sample Guidelines for Employer Development

Below are guidelines established for employer development. The intent of the guidelines is to create a smooth process that is equitable to all CES partners when contributing to the development of employers and the employer database.

Existing Employers

1. Any CES partner who has a relationship with an employer will contact the employer periodically about available job openings. The employer may also contact the partner about current openings in its place of business. The CES partner, from this point forward identified as the *Primary Partner*, will have the first opportunity to place a consumer into the job opening available by the employer.
2. The Primary Partner will have three business days to respond to the position by either filling the job or having a consumer scheduled for an interview. If the Primary Partner does not have anyone to fill the position, then she/he will open the position to the rest of CES who will have three business days to respond to the job lead. The Primary Partner will post the lead on the CES Employer Database and notify CES. If none of the CES partners respond to the job lead within three business days, the Primary Partner may decide if she/he would like to open the position to others outside of the CES.
3. When an existing employer contacts a Primary Partner about a job lead, the partner will determine how she/he wants CES to handle the job lead. For example, the Primary Partner may specify that CES partners should contact him/her by phone first before contacting the employer or contact the employer directly. This instruction can be provided in the Employer Database.
4. All leads should be added into the CES Employer Database. When necessary the CES Coordinator can assist the Primary Partner with entering a new job lead/employer into the database.
5. When a consumer from CES is hired, the partner should document this into the database, leaving out any identifying information of the consumer.

New Employers

1. In the event an employer contacts the CES coordinator about an available job opening, the position and employer will be entered into the database. The partners will be notified via e-mail alerting them to the new posting.
2. Any partner with a potential candidate needs to notify the CES coordinator within three business days of the posting, letting him/her know that they have a consumer pursuing the position.
3. If no one contacts the CES coordinator within three business days, the position will be made available to other community rehabilitation agencies.
4. When CES partners develop new employer relationship, the employer profile should be added to the employer database. She/he should follow guidelines established for existing employers.
5. Any consumers placed into jobs with new employers should be noted in the employer database by the partner whose consumer obtained the job.