Online Pre-employment Workshop That Focuses on Five Pre-Employment Barriers for Individuals with Disabilities.

By

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The procedures in this pre-employment workshop may be used by, or under the supervision of, agency staff as another of the employment services that they provide.
DEDICATION

This thesis is dedicated to my grandfather, William Proudfoot Russell. He was the wisest man I have ever known and he is my inspiration throughout this Degree program. I miss him dearly.

I love you Grandpa.
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ABSTRACT

Pre-employment barriers are serious disadvantages for individuals attempting to find employment (Government of Alberta, Alberta Employment and Immigration, 2010.) This thesis focuses on five main barriers: hygiene, dress code, time management, life prioritization, and anxiety. CSE Consulting did address these barriers in a less formal manner but did not have a specific workshop or activity for clients to receive adequate psychoeducation on the material. The goal of the thesis was to develop a workshop that addressed these pre-employment barriers and was easily accessible for both the staff agency and clients. The workshop was developed as a tool to address sensitive issues in a non-offensive manner. The information was presented in a story-like fashion through text and videos, which allowed the client to see the barrier from another perspective. It was also theorized that clients would prefer the delivery of material online that addressed a variety of disabilities, making it more user friendly for a wider range of people. Each client focused on different pre-employment barriers that were identified as significant challenges for the participant through an evaluation form made for the workshop. It was speculated that developing a workshop for these pre-employment barriers would assist clients with attaining a job.

The thesis focuses on the client’s satisfaction with the workshop and not the intake of information, which is the main limitation of the study. This limitation prevented the identification of how much information was learned by the participants. Slight changes of the program were implemented due to participants’ suggestions and agency guidance. These changes to the workshop were purely aesthetic and did not alter the material presented. Multilevel challenges for the workshop, future research and recommendations, strengths and other limitations were also discussed.
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Chapter 1: Introduction

According to Bailey (1993), job seekers must adapt to the ever changing work environment. Individuals need to consistently update their skills to be successful at acquiring new jobs. Individuals with disabilities have great difficulties attaining and maintaining competitive employment, especially during economic crises. (Government of Alberta, Alberta Employment and Immigration, 2010). Competitive jobs are considered to be full or part-time employment with a pay rate at provincial minimum wage. Empirical findings from Sciulli, Gomes de Menezes, and Vieira (2012) indicate that for the first year of unemployment, people with disabilities experience lower reemployment probabilities than non-disabled individuals.

Individuals with disabilities have difficulties attaining employment compared to the typical population. This phenomenon occurs due to the special needs of the individuals with disabilities as well as the inability of work environments to adapt to these individuals. According to Larson et al. (2011) 90% unemployment rates are seen in those who have disabilities. Four years ago, the global economy entered into a recession, which served as a catalyst for a sudden increase in unemployment across the world (Boivin, 2011). Studies have suggested that in communities with substantial job loss, individuals with disabilities are the least likely to gain employment (Cook et al., 2006). Research also indicates that if employment is low in the community, individuals with disabilities are the first to be affected.

In order for individuals to be successful in their employment search, they need to have skills in self-presentation, managing stress, prioritizing goals, and time management (Government of Alberta & Immigration and Employment, 2011). Individuals with disabilities have great difficulties mastering these skills and may need assistance in acquiring these skills. According to Davis, Saeed, and Antonacci (2008), individuals with disabilities are biologically prone to display anxiety symptoms. Stress management would be indispensable for many clients with disabilities in alleviating the anxiety, as well as financial and psychological stressors, experienced by unemployment. Researchers suggest that life prioritizations and time management are skills that individuals with disabilities have difficulties utilizing (Larson et al., 2011). Life prioritizations can assist with life goals and managing daily tasks, such as saving money to pay for rent every month, and applying for student loans to pay for school. Time management can be an essential skill for balancing daily routines and job searching.

According to Granzella Larssen (2011), during first impressions, 70% of what employers are looking for is proper attire and hygiene for the work environment. Individuals with disabilities often need assistances with hygiene and attire at the workplace. (Government of Alberta & Immigration and Employment, 2011). Individuals with disabilities that have difficulty finding employment could benefit from further education in the five pre-employment areas. Many studies have indicated that online learning is an effective way to increase an individual’s knowledge (Park, 2011); therefore, this project will develop an online workshop that provides the opportunity for individuals to explore these five barriers and learn the skills to overcome them. The online workshop will include audio and visual teaching tools, along with discussions and handouts to assist with the learning experience. The goal of the online workshop is to teach individuals with a variety of disabilities the five pre-employment barriers and the possible skills to manage their job search.
In this thesis, the literature review will explore the five pre-employment barriers and the methods to overcome them. Focusing on the five pre-employment barriers will be supported through the examination of experts’ research and opinions in this area. Studies that focus on teaching individuals with disabilities through online workshops will be reviewed; the evidence will show that this style of learning is effective. The workshop will educate and present solutions to the five pre-employment barriers.

Overview

The workshop was designed to be user friendly for people with a wide range of disabilities. The purpose of the website is to increase awareness of the pre-employment barriers and develop a style of learning that individuals with disabilities favour. A series of video tutorials and interviews were edited together to give participants a visual explanation of pre-employment barriers and how to avoid them. Discussion questions were posted throughout the website to assist the participant in problem solving the dilemmas of fictional characters facing similar barriers.

The researcher theorized that clients who participated in online workshops would prefer that style of learning over traditional pen and paper exercises. Information about pre-employment barriers presented in a story-telling fashion were anticipated to be simpler for the participant to learn from, since they could relate to the character; it would also help the participant to think of solutions objectively. Evidence gathered for the study strongly suggested online workshops were effective learning tools (Doubleday, Loughlin, & Doubleday, 2011.) As well, studies suggested learning was optimized when individuals participated in the learning such as group activity, testing, or discussing fictional scenarios (Nellis et al., 2002.) These elements of learning, which have proven to be effective, were included in the online workshop Fable. Thus, the workshop is expected to explain pre-employment barriers in a satisfactory fashion for the participants who have disabilities.
Chapter II: Literature Review

Unemployment is a serious global issue. This thesis will explore the barriers individuals with disabilities may experience that prevent them from seeking out and securing a job. Five basic areas will be focused on through the workshops: anxiety stemming from unemployment, dress codes for work, personal hygiene, life prioritization, and time management. Psychoeducation and online learning will be the primary tools used in the workshop. The hypothesis of the study is that the use of online learning and psychoeducation will effectively teach individuals with disabilities about the five pre-employment barriers mentioned above. The goal is to increase the client’s knowledge on pre-employment barriers allowing the client to gain new tools to obtain and maintain employment.

Hygiene

To find and maintain a career, an individual must have good hygiene and dress according to the accepted standards, organize and manage time effectively, prioritize their personal life and work life (Government of Alberta, Alberta Employment and Immigration, 2010), and deal with daily stress (Davis et al., 2008). These skills can be difficult to master when coupled with the disability-related barriers that some individuals deal with on daily basis (Government of Alberta & Employment and Immigration, 2010), such as changes in normal behaviour, low motivation to maintain self-care, low energy levels, and changing emotional states (Davison, Blankstein, Flett, & Neale, 2008). Furthermore, research has shown that unemployment leads to skill loss (such as career specialization, hygiene care, time management), which in turn reduces employment opportunities (Blanchard & Diamond, 1994). The combination of skill loss and disability barriers can create a cycle of futile job searches and unemployment. This cycle of unemployment can lead to stress and anxiety, especially for those with disabilities.

Ovington and Dalby (2006) studied how to increase personal hygiene with five adults with learning disabilities. Students were taught through a series of sessions of psychoeducation along with visual and physical teaching styles. The first session started with a discussion of what the students thought was good personal hygiene entailed. The teacher proceeded to draw a diagram, allowing students to point out visual examples of areas that require extra care for hygiene, such as arm pits and the mouth. In another session, the teacher used an ultraviolet light and showed the students the physical difference between clean and unclean hands; they then discussed methods and products that assist with personal hygiene. The teacher would bring in examples of items, such as deodorant and shampoo; the teacher would also discuss finances and teach the students methods for budgeting for hygienic products. When the students completed the feedback form, they expressed a desire for follow-up sessions. One month later, the students’ personal care takers reported that the students’ hygiene had improved. The effectiveness of psychoeducation could have been discerned in this study if the researchers had collected objective evidence of the change in clients. Collecting evidence on hygiene habits would have included a pre- and post-test to evaluate the participants’ difference in hygiene habits.
Anxiety

Jones and Pinkney (as cited in McCarthy & Goffin, 2004) identified first impressions during interviews as a key source of anxiety during a job hunt. This anxiety can negatively influence the employer’s overall impression of the individual. The study conducted by McCarthy and Goffin consisted of examining how anxiety affected appearance anxiety, communication anxiety, social anxiety, performance anxiety, and behaviour anxiety. The operational definition of anxiety was examined by a series of surveys and interviews. There were 212 university students who participated in the study by completing a survey booklet. The survey booklet consisted of 52 descriptions of interview scenarios. Words relating to anxiety were omitted, so as not to influence the participants’ answers. In the fist phase the researchers requested that when completing the survey, the students imagine they are going to participate in an interview for a desirable job the following morning. The second phase of the study consisted of mock interviews. The sample consisted of 514 participants applying for an array of organizations. Participants would partake in mock structure interviews and then interviewers would complete ratings on the applicants. The results indicated that anxiety affected all tested areas (behaviour, communication, social, performance, and appearance.) Individuals who displayed higher anxiety where rated as less competent, intelligent, and social. The evidence in this study suggests clients who have high anxiety can improve their overall self-presentation if they decrease anxiety symptoms. However, limitations of the study could sway the results. For example, the researchers depended on the participants to imagine they were going to participate in an interview for their desired future job. The researchers did not know how long each participant did this for or if this part of the exercise was completed at all. Another limitation noted was that the study solely focused on individuals who were in postsecondary education. Since students are typically under a lot of stress due to academic activities, this could influence the results in the study.

Methods to Relieve Anxiety

According to Mckee-Ryan, Song, Wandberg, & Kinicki (2005) long-term unemployment can damage an individual’s physical and mental well-being (as cited in Creed, Hood, & Leung, 2011). Furthermore, brain scanning technology has shown evidence that individuals with developmental disabilities may have higher rates of anxiety than typical populations, due to brain function and reactivity of the autonomic system (Davis, Saeed, & Antonacce, 2008). Deterioration of mental health can be in part due to stress and anxiety from the inability to cope with unemployment. Cognitive behavioural therapy has several components amongst which include: “relaxation training, thought stopping, distraction, decatastrophizing, and breathing retraining” (Wright, Basco, & Thase, 2006, p. 158). Anxiety is a serious issue amongst individuals with disabilities but with constructive psychoeducation clients can learn how to control their anxiety.

Brown conducted a study comparing psychoeducation along with cognitive therapy to group therapy. The two methods were both used to treat individuals with symptoms of anxiety. The study consisted of 40 participants from a community mental health centre and 30 hours were devoted to each treatment. Group therapy focused on analysing personal problems and interpersonal relations that directly involved anxiety. Cognitive therapy and psychoeducation consisted of 30 hours of instructions on anxiety management, progressive relaxation, social skills, and reinforcement procedures. The study found that both treatments were equally effective...
when tested immediately after the treatment (Brown, 1980). After a three month follow-up study, results indicated that psychoeducation paired with cognitive therapy had a longer lasting effect than group therapy. Focusing only on group therapy is a limitation of the study. One possible avenue the researchers could have explored would be comparing the two therapies as one-on-one sessions. Group therapies could have limited the participants’ cooperation with fewer opportunities to speak to therapist; participants may have been unwilling to share with a group or there may have been too many people contributing to group activity.

According to Brokovec and Mathews (1987), relaxation therapy along with cognitive therapy has been shown to be very effective for clients with coping with stress and fear. The study consisted of 30 volunteers who all had generalized anxiety disorder (GAD) and they participated in 12 sessions of progressive muscular relaxation. Along with the progressive muscular relaxation, 16 clients participated in cognitive behavioural therapy, and 14 received treatment in nondirective therapy. Studies discovered that clients recognised that the cognitive therapy along with the muscular relaxation helped them deal with daily stress significantly more than the clients that received nondirective therapy. This evidence would have been more compelling if the researchers had completed follow up studies to show if any of the treatments had generalized.

**Prioritization**

Studies have indicated that individuals with the ability to prioritize also show personal self-control (Elavsky, Doerksen, & Conroy 2012.) The researchers theorized that to complete a goal, you must plan and schedule your life to reach the desired outcomes. The study collected data over a two-year span. Group one was a sample of 78 male and 125 female students taking introductory kinesiology. The average age was 19.1 years. Group two consisted of 113 male and 98 female students of a kinesiology college class. All volunteers’ goals were to increase and maintain physical activity throughout two years of research by wearing monitors that tracked activity levels, planning, scheduling, self-reporting, and setting attainable goals of healthy physical activity. Participants completed a demographic questionnaire and two post-tests to identify their existing goals for increasing their activity levels and what actions they intended to take to complete these goals.

It was also hypothesized that self-monitoring would motivate participants to increase their physical activity levels. The study had one of the groups collect data through self-regulation. The students personally tracked their decisions, plans, and alteration or stability of goals throughout the two years. Researchers found that through self-regulation, barriers and lifestyle can both negatively affect the ability to complete desired goals. This study definition of barriers is time limitations, finances constraints, and health reasons that prevent an individual from completing exercises. Researchers also found that self-regulation may have increased the participants’ activity levels.

Scheduling, i.e. keeping planners and calendars up to-date, is an excellent way to prioritize and maintain goals. Studies have shown that individuals with disabilities need help to better prioritize their lives (Government of Alberta & Employment and Immigration, 2010). Research has also suggested that incentives (reasons to increase motivation for desired outcome) and barriers can influence the priorities of individuals with disabilities as well as an individual’s self-incentive to acquire and maintain personal goals. Limitations of these studies would be their
dependence upon clients to create, maintain and uphold the personal goals, plans, and diets. Furthermore, the study did not indicate that metabolism or socio-economic status of participants were taken into consideration. Individuals with high metabolism will lose weight more easily than those with low metabolism. Also, individuals with more financial resources may purchase exercise equipment that other participants may not be able to afford. Thus, metabolism and socio-economic status of the participants may have influenced the outcome of the study.

A study was done by Larson et al., (2011) on the effects of incentives and barriers on unemployed individuals with psychiatric disorders. There were 200 participants who were unemployed with psychiatric disabilities in the research study. The researchers deployed two phases in their study. The first phase consisted of nine unemployed men and seven employed men; the group had a series of discussions and completed surveys that identified 72 existing incentives and barriers. The second phase consisted of 200 participants of both genders, who had psychiatric disabilities and were unemployed, in which the 200 participants completed a survey on how incentives and barriers affected their unemployment. The researchers conducted a series of one-on-one interviews with the participants, focusing upon the effects of incentives and barriers in their daily life. Incentives and barriers were defined in this study as reasons individuals should or should not gain employment, such as physical health, transportation, and education. Research concluded that incentives do increase the likelihood of employment but barriers did not change the participant’s motivations. Incentives can motivate clients to attempt to acquire a job by actively pursuing ways to create good first impressions, such as maintaining hygiene.

Anxiety can be a catalyst to poor hygiene. Individuals with disabilities may need assistance at times with basic personal hygiene. According to Employability for People with Disabilities, good personal hygiene at work is considered an unspoken rule, which makes it difficult for potential employees to recognize the grooming and hygiene standards (2006). According to Cardon and Okoro, 41% of employers stated that candidates who dress professionally are more likely to receive a job (2009). Due to lack of education on workplace standards and lack of financial resources, individuals in the ODSP Employment Supports Program likely need additional support to make that good first impression, in terms of personal hygiene. Due to shifting opinions, it can be difficult for individuals to understand hygiene standards. Individuals searching for a job must learn the applicable standards in order to create a positive first impression with employers.

**Time Management**

Time management is considered to be a challenging task by the general population (Government of Alberta & Employment and Immigration, 2010). According to Westwood (2001), time management, broken down in simple terms means: organizing, deciding, planning, monitoring, and motivating. Individuals with mental disabilities are especially prone to poor time management, which can result in job loss (Government of Alberta & Employment and Immigration, 2010). Studies have indicated that time management in office environments is most effective when supervisors educate effective task management to employees (Reinke, 2012). To effectively manage an individual’s time, scheduling the days by breaking them down into hours has been proven to increase productivity (Pauk, 1984). Organizing the desired activity into simple steps along with other daily routines will increase the likelihood of successfully reaching identified goals (Westwood, 2001).
According to Gamauf (2012), there are six essential elements of successful time management: Organizational skills, flexibility, planning in advance, written plans, communication, and prioritizing. Strong organizational skills are essential for time management; this includes keeping a system that can assist individuals to stay on task. Flexibility has been identified as a key component of time management; adapting to new challenges and changing the ways one approaches daily obstacles are effective in managing tasks.

Planning in advance is also essential for time management. There are three key elements to planning an activity: number of tasks, materials, and distances of time setting. Planning each step of these key elements will increase an individual’s likelihood of successful completion. Recording these plans in written form, such as with a Blackberry, notebook or planner, will allow individuals to recall all aspects of the planned event so that they do not omit important details. It is recommended two calendars be used, one for personal items and the other for work purposes.

Studies have indicated communication with work and home is another essential element of multi-tasking work and personal commitments. Regularly communicating with co-workers and family to organize events can make activities smooth and effective. As well, prioritizing is essential for time management. When creating task lists related to planned events, writing tasks in order from most important to least will assist with how productively the tasks are completed. It is speculated that online learning will be an effective way to teach time management.

Video Modeling

Horn, Miltenberger, Weil et al. (2008) did a study which taught three adults with mental disabilities how to use the washing machine through video modelling. They created a task analysis for washing clothes in the washing machine and used it as a check list for the baseline and intervention. Horn, Miltenberger, Weil et al. had several interventions that ranged from least intrusive to most. All clients started from the least intrusive intervention and if they could not complete two of the tasks successfully twice in a row of two sessions, the clients would graduate to the next level of intervention. Each intervention included video modelling and prompting, but the difference from each intervention was that the client would watch the task broken down in segments. After each segment the client would be asked to physically perform the steps they just observed on the video; after completion of steps they would then watch the next set of steps they have yet to complete. The first level client would watch the video completely before attempting to clean their clothing. In the next level of intervention the video was broken down in two segments and the client would watch the first segment and then complete the steps they just observed before watching the rest of the video. Horn, Miltenberger, Weil et al. found that two of the clients only needed video modelling to assist them with the task, and the third client needed verbal prompting as well. They found that not every client needed each step to be broken down for them. Two of the clients watched large chunks of the video to complete the task 80% correctly.

Kanfush (2011) conducted a study on four children with intellectual disability whose parents were teaching them how to cook a selected meal with video modelling/prompting. The children would watch the video from the beginning of each session and then were asked to make the meal. When a child did a step wrong or asked for assistance they were directed to watch the video. The client then watched the step before proceeding to complete the step again. The author
noted that when he did video modelling and prompting with his four child clients, that they all acquired the skills quickly and effectively. He also stated that video modelling is a fast and effective way of teaching complex behaviours to an individual with mental disability.

Social Story

Hsu, Hammond, and Ingalls (2012) did a study on social stories increasing appropriate behaviour with foreign children with disabilities. There were three Hispanic participants the ages of six, four, and three. The younger two children were reported to have developmental delays and the older child has Asperger Syndrome. All children were reported to have difficulties following and completing English instructions. All children had a strong understanding of the English language and Spanish. The study was conducted in English dominate classrooms both typical and special needs classroom. Each child had a unique but language related problem when participating in their classroom. Researchers developed a personalized social story geared towards socially appropriate behaviours as a replacement of problem behaviours. Each social story was written in black on white paper formatted in a book-like-style. Each page consisted of one or two sentences of the story with illustrations to help the participants to understand the message. The study was done in two different classrooms, a pre-kindergarten special education and a grade one classroom. The stories were read to the participants once a day, four times a week. Social stories were read prior to social activity that had been reported as antecedent to problem behaviour. Teachers were instructed to read the social stories without giving any other prompts to behave socially appropriately.

During the treatment the teachers were given a checklist of the procedures to conduct while reading the social story. The first step was to indicate that the teacher was going to begin to read the social story. Second step is to read the social story and allow the participant to view all the pictures. The third step was quizzing the participant’s basic questions on the social story. Fourth step was to get the participant to ask basic questions on the story, and finally, if the child had difficulties answering the questions in step three, the teacher will need to explain the answers. The results of the study were 100% increase of replacement behaviour. Also, participants were able to consistently answer questions at least 90% accuracy.

Online Education

Online learning of hygiene habits has shown promising evidence of increasing individuals’ personal hygiene practices (Alemagno et al., 2010). There are many areas of the body that need regular up-keep and care for continuous good personal hygiene. A study was conducted on hygiene psychoeducation online; participants were volunteers, and were rewarded with 3.25 days off for completing the online workshop. There were 256 volunteers who worked full or part time at a hospital. Participants were quizzed on their knowledge of hygiene standards prior to the online workshop, through a website. The online lessons had a video tutorial of hand-washing, and various tips and suggestions to keep hands clean. Furthermore, the sessions provided information about the importance of hand-washing to prevent illnesses. Results indicated that there was a significant increase of staff hand-washing at the hospital. The study concluded that there is evidence that online learning can influence behaviour and was shown to be an effective method to increase hand-washing.
Doubleday, Loughlin, and Doubleday (2011) did a study for online education of Anatomy resources. Material on the subject was displayed on pictures and other online resources. Participants were volunteers who were in university studying medicine, with a mean GPA of 3.51. The participants were required to study material and complete five online tasks; the tasks were a series of questions related to the material. The website tracked the students’ process and the amount of time the students spent studying each section. After the completion of the tasks, participants were asked to complete a questionnaire addressing the quality of the online education. The study identified that novice students took more time reviewing the material. This data was measured through the website displayed the amount of time each user spent on each page. A limitation of this data is that the researchers do not know if the participant simply walked away from the computer for a period of time, skewing the data. The study also indicated that novice students answered the questions least accurately. Results indicated that online education allowed students of all levels to understand the material more easily than expected. Due to workplace standards, it is important for individuals must keep themselves up-to-date on the latest hygiene standards to avoid the repetitive cycle of unemployment, and physical and mental health deterioration. Though the evidence suggested online education is effective for hygiene psychoeducation, the participants were nurses and their previous education may also alter their hand washing. The study would have been more effective if they had conducted the study on other populations to see if this psychoeducation would be effective for other individuals with less education on the human anatomy. Despite these limitations, the study indicates that online educational workshops can increase and individuals upkeep of personal hygiene.

According to Park, the main advantages of online learning are flexibility, discussion, and the accessibility of the material (2011). Students are able obtain the data at any given computer with access to the Internet. A study was conducted with high school and elementary teachers learning material online (Nellis et al., 2002). The online material was presented as a story and the teachers did group activities to reach optimal intake of information. The teachers were able to access a wider range of information when learning from websites due to the vast resources that are readily available online. Also, it was found that if the online information is presented as a storyline, it increases the interactive quality of the learning. Teachers were able to develop insightful discussions of alternative solutions for the fictional character. The study ended with a questionnaire inquiring if the study would affect the teacher’s future syllabus. The study concluded that nearly all the teachers admitted they were going to make adjustments to their lesson plans in light of the workshop.

A study was conducted for the medical profession to evaluate online learning paired with fictional stories, group discussions, and face-to-face teaching interactions (Smith, Gillham, McCutcheon & Ziaian, 2010). All programs and equipment developed for this program were for educational purposes. The scenarios used in the online workshop were focused on the medical field and allowed students to view a patient’s symptoms and vital signs through video, which they then attempted to diagnose. The student’s decisions led them through a series of lessons, showing how the decisions the student made so far had affected the patient. If the student chose the wrong options, the story showed the illness worsening, forcing the student to re-evaluate the patient’s illness. This workshop was held in classrooms, allowing the videos to facilitate discussions amongst the students. A module was created to monitor the student’s intake of the presented information. The module would also include online discussion and feedback, student focus group feedback, online student evaluation forms, and course evaluation questionnaire.
Student response to the online workshop was positive. Many students requested that the information be made accessible to all students, to help with their diagnostic skills before placement. The research indicated that video simulations of medical procedures were effective. The approach was flexible and easily accessible for the vast number of students participating in the program.

Research has shown that online learning is an effective way to teach material to students (Van, 2007). Van did a study with adolescents with learning disabilities. The participants completed an online course, focusing on social skills and discovering possible career choices. The students were each assigned a computer and were then shown the steps for each online activity. The activities were geared towards career options and the student’s interests. Results indicated the program could easily be adapted to meet school curricula; however, the study did not mention if the program was implemented in the school curriculum. The study also stated that online learning paired with lectures made it possible for the students to learn independently. The independent learning method of online workshops allowed the students control and flexibility in learning the material. This flexibility permits students to choose the pace and structure that best suits them. While the study focused on the student’s participation and completion of online activities, it did not test the student’s in-take of the information. The study would have benefited had students’ knowledge on the subjects been tested.

Summary

Studies suggest that basic barriers such as time management, personal hygiene, self-presentation, prioritizing goals, and managing stress are areas which individuals with disabilities struggle with (Government of Alberta & Immigration and Employment, 2011). Hygiene and dress code are important for first impressions for employers, and can easily sway how other individuals view a person (as cited in McCarthy & Goffin, 2004). The appearance of anxiety during an interview can also influence interviewer’s first impression of an individual negatively (McCarthy & Goffin, 2004). Furthermore, research has shown that unemployment leads to skill loss, which in turn reduces employment opportunities, especially for those who are already facing disability-related barriers to employment (Blanchard & Diamond, 1994.) Punctuality is essential for obtaining and maintaining a job, which is easily facilitated with time management skills (Pauk, 1984). In order to find a career or job, individuals must prioritize and develop life goals (Elavsky, Doerksen, & Conroy, 2012.) Individuals with disabilities have great difficulties acquiring and maintaining these skills and need assistance to develop them for employment purposes (Government of Alberta & Immigration and Employment, 2011).

According to Kanfush (2011) video modeling is a method used for individuals with disabilities to increase and learn wanted skills. Social stories also are effective tools to increase a behaviours (Hsu, Hammond, & Ingalls, 2012). Online workshops are a preferred method for individuals with learning disabilities to typical classroom learning styles (Van, 2007). According to Nellis et al., (2002) online learning with the information presented in a story fashion is an effective method for presenting information. Research indicates that individuals’ intake of information increases when learning independently online (Doubleday, Loughlin, & Doubleday, 2011.) Several studies have been conducted on the psychoeducation of hygiene which show an increase of hand-washing (Alemagno et al., 2010) and general up-keep of personal health which report increase of personal hygiene of participants (Ovington & Dalby, 2006.) These studies give
compelling evidence that online workshop will be an effective method to teach pre-employment barriers.
CHAPTER III: METHOD

Participants

The online workshop has been designed for individuals meeting the same criteria as the ODSP Employment Supports Program. The participant must be a minimum of 18 years of age, must be a resident of Ontario, and must be legally able to work in Canada, (Ministry of Community and Social Services, 2012). The participant also must have a disability that makes it difficult to obtain and maintain a job, with the expectation that the disability will last a minimum of one year. Despite having a disability that interferes with work production, the participant must still be able to work in a competitive environment; the Ministry of Community and Social Services defines this as an individual’s ability to work at least part-time hours (2012). Six participants completed the workshop and satisfaction questionnaire.

Individuals selected for the workshop were already enrolled in the ODSP Employment Supports Program and were identified as having one of the five pre-employment barriers addressed in the workshop. The agency’s employment consultants were given a checklist with operational definitions for each of the five pre-employment barriers (see Appendix A). If the employment consultant identified at least two symptoms of one of the pre-employment barriers, the client qualified to participate in the workshop.

Setting/Apparatus

Before the workshop began, consent forms (see Appendix B) were presented to the client and read out loud. The online workshop was held at all three main location boardrooms of CSE Consulting: Brockville, Prescott, and Kemptville. Materials provided were included: computers, handouts, pencils, an overhead projector as well as a Kurzweil 3000 and Clear View + for visually impaired individuals. The online workshop provided contained: visual information, pictures, and videos on the five barriers in a descriptive story-telling style. The Satisfaction questionnaire was distributed to participants after the workshop was completed.

Design

The participant and the instructor sat down at a computer together. The instructor guided the client through each page of the website and assisted them with completing the interactive workshop. The workshop consisted of an example of each of the five barriers conveyed in a story-like fashion. Visual examples were displayed of each of the characters through still-action pictures of the pre-employment barrier. For example, one of the characters had difficulties acquiring a job because they were often dirty; a picture was taken of the model presented in dirty clothing. This method allowed the participant to easily understand the meaning behind each pre-employment barrier. Furthermore, information such as muscle relaxation for anxiety was available for presentation if the client requests additional information on the pre-employment barriers.
In the Fable workshop, participants first observed a scenario that outlined a pre-employment barrier. Then, participants were provided with a variety of solutions to choose from for each barrier. After discussing the participant’s personal approach to the dilemma, a video tutorial of the barrier was presented. After each story board and video tutorial, the instructor reviewed all questions outlined in the material with the client. Finally, after discussion of the material, the participant observed the employer interview video on what employers believe is the best approach to overcome pre-employment barriers.

The method of teaching through an online workshop was chosen because of the variety of tools that can be utilized online as well as the accessibility of the material. Many tools and recent data are becoming computerized. Presenting the material online allows all three of the employment offices easy access to the workshop without having to physically exchange material. Many studies have also shown that online workshops can increase the learning intake for individuals with disabilities.

**Procedures**

The maximum participants per workshop were three so that the instructor could easily assist each individual if they had difficulties. Instructors were required to have the computers turned on and the websites loaded before the participants arrive. On arrival, consent forms were read aloud and participants were informed that the St. Lawrence Research Ethics Board approved the study. Also, participants were told that they may withdraw at any time and any data collected on them will be destroyed. Any inquiries were addressed before the participant signed the consent form.

After the consent form was completed, the participant was given the worksheet titled “Circle Your Situation” (see Appendix C), which had questions relating to each barrier. After clients completed “Circle Your Situation” form, clients were given the Fable business card (see Appendix D), which allowed clients to have future access to the workshop material. The workshop presented each pre-employment barrier with visuals and handouts. When the workshop was completed, the instructor handed out a closing evaluation form (see Appendix E) and asked the client what they learned about each of the pre-employment barriers. After the closing evaluation form was completed, the instructor thanked the client for participating in the workshop and gave them the “Employers Tips On: Creating Great First Impressions” tip sheet (see Appendix F). The tip sheet summarizes all five of the pre-employment barriers.

**Data/Measurement**

The clients were given a satisfaction questionnaire (see Appendix G) after the workshop had been completed, which provided feedback from participants on how to improve future workshops. After instructions had been explained to the participant and all queries had been answered, the instructor stepped out of the room and allowed the participant to answer the questionnaire in private. The information was collected through satisfaction ratings numbered 1-4, one being least satisfied and four being most satisfied. Mean and medium data will be shown on a table as a visual display of the workshop information.
CHAPTER IV: RESULTS

The purpose of this study was to increase individuals’ knowledge of pre-employment barriers and to evaluate if participants would prefer online learning as opposed to paper handouts only. The Fable workshop (see Appendix H) was designed for individuals with learning disabilities or with physical disabilities (such as hearing and sight impairments). Visual and audio aspects were included in the workshop to allow individuals with hearing or sight impairments to participate. Handouts and a business card were created for easy access to the website information. Mediator instructions (see Appendix I), named the Fable Lesson Plan, were created for other employer consultants to provide the workshop in the future, even after the main instructor had left the agency.

Baseline assessment

The assessment for the workshop was the pre-employment barrier checklist. This checklist identified the pre-employment barriers that the clients struggled with during their job searches. All six of the client’s checklists indicated they had difficulties with anxiety; four clients had symptoms of hygiene and attire challenges and five clients indicated they had difficulties with prioritizing and time management to assist in their pursuit of a job. Four clients showed signs of having difficulties with all five of the pre-employment barriers addressed in the workshop. Sixty percent of the individuals that showed difficulties with prioritizing and time management did not complete the Fable workshop. The individuals that did not complete the workshop either cancelled or did not show up for the appointment and chose not to reschedule.
Satisfaction Survey

Satisfaction was measured through a questionnaire that had nine rating questions and four written questions. The satisfaction questionnaire was to assess the clients’ level of agreement with the method of the presentation of the information, and to assess the quality of the material from the clients’ perspective. Data indicated the majority of the clients moderately agreed with the information presented in the rating questions.

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<tr>
<th>Question Number</th>
<th>Strongly Agree</th>
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Table 1
Satisfaction Questionnaire: The table above indicates that most of the clients “moderately agreed” with the majority of the questions. The rating of each question suggests that clients found the workshop useful and preferred information presented online. The data is stable, showing little deviation from moderately agreed. The medium and mode for strongly agreed is 40%, mean is 33%, and standard deviation is 10%. For moderately agreed, the mean is 67%, mode is 40%, median is 60% and standard deviation is 10%. A visual table has also been presented to show the average answer for all four questions.
Figure 1. Overall satisfaction of a rating scale from one “strongly disagree” to four "strongly agree” of participants experience of the online workshop. The majority of the participants’ moderately agreed with the overall satisfaction of the workshop.

**Qualitative Information**

Qualitative information was gathered from the Satisfaction Questionnaire. There were four qualitative questions in total that pertained to the quality of the workshop. The first question asked if clients would include other barriers. The most common answers for the first question were budgeting and transportation. The second question asked if the clients found the online workshop useful. All clients claim that the online workshop was useful, and that they learned that time management, prioritizing, and attire can affect their outcome of employment. Clients also were given the opportunity to suggest useful alterations to the workshop. Many of the changes clients suggested were topographical such as: position of computer screen, sound, and where the client and staff should be positioned.
CHAPTER V: DISCUSSION

According to Ovington & Dalby, (2006), online material is a preferred method of learning. The data collected from the thesis indicate that online learning is only a moderately preferred style for learning information. Research indicated that hygiene, time management, life prioritization, attire, and anxiety are all challenges individuals with disabilities have difficulties with (Government of Alberta & Immigration and Employment, 2011.) Participants of the thesis study agreed that the pre-employment barriers presented were relevant and useful information, although several clients indicated they would also like the workshop to cover transportation and budgeting barriers. Moreover, the clients reported that they found the employer interviews useful and informative.

The pre-employment checklist suggested that clients had difficulties with most of the five pre-employment barriers that the thesis focused upon. On the satisfaction questionnaire, the majority of the clients reported that they learned several facts about pre-employment barriers relating to job searching. According to Doubleday, Loughlin, and Doubleday, (2011), online learning is a more effective way to increase participation. Four out of six participants indicated they learned that business casual is the style that the majority of employers expect individuals to wear when applying for a job. This section will include information pertaining to limitations and challenges, strengths, multilevel challenges, contributions to behavioural psychology, and recommended future research.

Limitation and Challenges

Due to difficulty finding participants to complete the workshop or show up to sessions, effective post assessment was difficult to develop. Many clients only arrived to one or two meetings, making it difficult to do a pre- and post-test of the workshop. The agency had a limited amount of clients, which restricted the number of participants in the study. As well, clients who use the services of CSE Consulting often skip appointments and have difficulties with time management; this was the reason for the workshop being only one session. The website and other devices used for the workshop created technological challenges for the instructor, forcing her to adapt and change so the workshop ran smoothly. Failure of technology resulted in sessions that were disorganized and it was difficult to convey information on pre-employment. Hard copies were created should the technology not work as expected and prevent access to the audio component of the workshop. To avoid technological difficulties, instructors should take half an hour to set up the computer and ensure that all materials are prepared before the participants arrive. This will allow time for the instructor to fix any malfunctioning technology.

Strengths

The workshop was well structured; because there was only one participant per session, the instructor could personalize each question and focus on barriers experienced by the participant. Using the Internet allowed instructors to look up information and to access extra videos with ease. The optional audio component of the workshop allowed individuals to participate in the workshop and also established an easy pace for the instructor. The instructor could watch the body language and facial expressions as the audio explained the story; it also allowed the instructor to prepare for the next part of the workshop. The video tutorial allowed an example of each of the pre-employment barriers to be shown to the participant.
Multilevel Challenges to Service Implementation Report

During this research study at CSE Consulting, many challenges occurred. These challenges were as follows: learning new computer programs and website designing, time management and scheduling.

**Client Level:** There were a variety of participants from several different populations. Clients ranged from physical disabilities (such as sight impairment) to mental health (such as anxiety). The employment agency does not have a high level of clientele that requires their services frequently. This made it challenging to gain participants for the Fable workshop. There was also the difficulty that clients would only participate for one session, which limited the workshop to a one hour session. Due to the agency’s experience with the population, they encouraged this researcher to limit the workshop to one hour in length. These restrictions proved challenging to meet; with the abundance of information that needed to be covered, it was difficult to present that information within an hour.

**Program:** The workshop was designed to teach individuals with disabilities five pre-employment barriers. If the clients learned about these barriers and potentially gained knowledge of how to overcome these obstacles, participants could adjust their behaviour to gain employment. The workshop was developed online to allow the agency easy access to the presentation materials. Clients listened to material, watched videos, and discussed information with the instructor. Many challenges occurred while designing, developing and operating the online workshop. Audio, video, uploading, and other design features were the main challenges for the website.

**Organizational:** Some of the pre-employment barriers chosen for the workshop can be challenging topics for employment consultants to bring up to clients. Dress code and hygiene are subjects that can easily offend an individual if employment consultants are attempting to suggest tips and strategies to improve these areas. The workshop allows consultants to explain pre-employment barriers objectively based on what employers are looking for.

**Societal:** Individuals with disabilities often struggle with the five pre-employment barriers presented in the workshop. Unfortunately, one’s appearance heavily influences an individual’s opinion during a first impression. Basic society standards for hygiene and attire are not easily attainable for individuals with disabilities, putting them at a disadvantage competing in the workforce. Some clients find it difficult to approach employers because they have difficulties with anxiety, time management, and prioritizing. Increasing their abilities to present themselves in accordance with society standards will assist them in finding and acquiring employment.

**Contribution to the Behavioural Psychology Field**

This study added to the literature regarding use of online workshops in the behavioural psychology field. The study shows that clients prefer online workshops over paper handout workshops. The information also gave more evidence that individuals with an array of
disabilities can benefit from psychoeducation on hygiene, attire, prioritization, life goals, and anxiety.

Additionally, behavioural psychology is an innovative and adaptive field, always expanding treatments with new technological tools. There is a recent trend in research which focuses on combining behavioural treatment with technology. The information collected in this thesis indicates that clients encourage this movement of treatment approach.

**Recommendations on Future Research**

Studies should focus on the effectiveness of online workshops for the intake of information for clients with disabilities. Also, the behavioural psychology field could benefit from developing a workshop which is tested on a larger sample. The workshop could be broken down into two days, focusing on each pre-employment barrier; this would allow the workshop to address more methods of overcoming client’s challenges.
REFERENCES


Kanfush, P.M. (2011). Video modeling as a tool for increasing independence as self-direction in individuals with disabilities, Ontario Association for Behaviour Analysis, Toronto, ON


Appendix A: Pre-Employment Barrier Check List

Physical Signs and Symptoms of Anxiety from CSE Consulting Client Notes

☐ Client speaking of fear or anxiety of speaking with others or handing out resumes.

☐ Shows agitation, annoyance, fidgeting, sweating and other symptoms of nervousness when asked of them to create or discuss their resume.

☐ Show signs of fear of employment, working with/for others.

☐ Making excuses so they can avoid participating in the program such as frequently calling in sick.

☐ Hand out resumes at times when the manager is not available to decrease anxiety.

☐ Escaping work by getting into confrontations with co-workers or employers more than two occasions.

Physical Signs and Symptoms of Prioritization and Time Management Issues

☐ Does not show up on time/misses appointments and not inform employment consultant, employers, or whomever else they were supposed to meet.

☐ They are late without noticing or apologizing on more than two occasions.

☐ Consultant has to remind them on more than two occasions to go to appointments.

☐ They come to appointments not prepared such as not completing assigned tasks.

☐ Unable to associate value to activity, for example: they took off four days of work for a party or social gathering that will not assist them with their poor financial situation (e.g. rent is due in two weeks). Or taking off a whole day of work to attend a dentist appointment which only required 2 hours off.
Symptoms of Hygiene/Dress code

- Odour is strong and overwhelming.

- Hair is not well maintained: Appears unwashed, greasy, and tangled.

- Not free of dirt, pet dander and other visible untidiness

- Clothing is not clean: stained and/or wrinkled.

- Clothing is damaged, holes and tatterted.

- Client does not present them self appropriately for job searching: Client should be wearing business casual clothing. E.g. Dress pants, skirt (not jean skirt), dress shirt, golf shirt. Wear clothing to shoulders and chest area. Shorts and skirt reaches to at least above the knee.
Appendix B: Consent form

Principal Investigator: Arielle Russell
Name of supervisor: Marie-Line Jobin
name of institution: St. Lawrence College

Invitation

You are being invited to participate in a workshop research study. I am a student in my fourth year behavioural psychology program at St. Lawrence College. I am currently on placement at CSE Consulting Training Center. As a part of the placement I am required to conduct a research project which is called an applied thesis. I would like to ask you for your help to complete this project. The information in this form will help you understand my project. Please read the information carefully and ask all the questions you would like.

Why is this study being done?

This study is being done to assist individuals to learn about barriers that can prevent them from getting a job. The workshop will be provided online and I have created a questionnaire for you to answer after the workshop. The questionnaire is designed to allow me to understand the strengths and weaknesses of the workshop. I am interested in your input to guide me in strengthening the workshop and making it as effective as possible.

What will you need to do if you take part?

If you choose to take part in this study you will be asked to complete an online workshop. You and the instructor will go over the five pre-employment barriers online: time management, prioritization, hygiene standards, controlling anxiety, and dress code for employment. The workshop will be held at the CSE consulting computer lab and the session will last about an hour long. At the end the session you will be asked to complete a satisfaction questionnaire that will take approximately 15 minutes.

What are the potential benefits of taking part?

Potential benefits of participating in this workshop are understanding barriers that could prevent you from gaining the job or career you want. This workshop is built to assist you with learning more about yourself and learning to manage, or overcome the barriers that may prevent you in achieving your employment goals.

What are the potential benefits of this research study to others?

24
The potential benefits of the research for others are that we will use your input to improve the workshop and strengthen it for future use. This study will also guide CSE employment consultants in best practices for supporting clients in reaching their employment goals. If you have questions or if there is missing information, please let me know as it gives me the opportunity to continue my research and strengthen the workshop to its full potential.

**What are the potential disadvantages or risks of taking part?**

There are minimal risks of participating in this study. The workshop is purely educational and should not cause any discomfort. You should acquire new knowledge about employment barriers but we cannot guarantee that you will retain all information presented or will obtain employment from participating in this workshop.

**What happens if something goes wrong?**

Everyone may react differently to the information presented. If you are feeling any strong emotional reactions you may speak to your instructor, consultant, or myself about your concerns.

**Will the information you collect from me in this project be kept private?**

All confidential information will be kept in a locked filing cabinet at CSE Consulting during the research project and then will be destroyed once the report has been written. Any electronic information will be stored in a password protected computer or USB stick. All data will be anonymous; there will be no way to identify any of the participants. No names will be used in the reports or publications or presentations resulting from the project. The consent forms will be kept in a locked filing cabinet at St. Lawrence College in Kingston for a minimum of 10 years.

**Do you have to take part in this workshop?**

Taking part in this workshop is purely voluntary. It is up to you if you wish to participate in this research project. If you do take part, you will be asked to sign this consent form. If you do decide to take part in this research project, you are still free to withdraw at any time, without giving any reason, and without incurring any penalty, or negative effects on the employment services provided to you.

**Contact for further information**

This project has been approved by the Research Ethics Board at St. Lawrence College. The project will be developed under the supervision of Marie-Line Jobin, my college supervisor, and
Shannon Cody, my agency supervisor. I really appreciate your cooperation and if you have any additional question or concerns, feel free to ask me at arussell30@student.sl.on.ca. You can also contact my college supervisor Mjobin@sl.on.ca or you may also contact the Research Ethics Board at reb@sl.on.ca

Consent

If you agree to take part in this research project, please complete the following form and return it to me as soon as possible. A copy of this signed document will be given to you for your own records. An additional copy of your consent will be retained at the CSE Consulting and in a secure location at St. Lawrence College.

By signing this form, I agree that:

✔ The study has been explained to me
✔ All my question were answered
✔ Possible benefits, harm, and discomforts of this study has been explained to me
✔ I understand that I have the right to not participate and the right to stop at any time
✔ I am free now, and in the future to ask any question I have about the study
✔ I understand that no information that would identify me will be released or printed without my prior consent
✔ I understand that I will receive a signed copy of this consent form

I hereby consent to take part.

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Appendix C: Circle Your Situation

Circle situations you can relate to

1. Have you ever met someone with bad breath or smell? What did you think of the smell? Did you notice how others react to the smell?

2. Do you find yourself often stressed or nervous? Does talking to strangers make your palms sweat? Has anxiety prevented you from meeting new people?

3. Have you ever had an obligation and you went to see your friends or family instead? Has that ever created unnecessary challenges in your life?

4. Have you ever planned more than one appointment too closely together and made it difficult to attend both on time? Are you known to be late?

5. Do you love comfy clothing like sweats? Do you like wearing T-shirts? Do you wear comfy clothing for all occasions?
Appendix D: Business Card

Fable

Break through barriers and define your own path

http://russari89.wix.com/preemployment
Appendix E: Closing Evaluation Form

Characters

Tick off characters as you complete story boards.

☐ Tim Burr
☐ Marry
☐ Cathy
☐ Suzy Q

Once you have completed the character present this question:

➢ Now that we have gone through these four characters can you give me one thing from each of their stories that you have learned?

- Attire/hygiene:

- Prioritizing:

- Time management:

- Anxiety:
Appendix F: Employers Tips On: Creating Great First Impressions

Here are some tips from employers on creating great first impressions.

- Being aware of your body language is important when you are meeting an employer. It’s natural to feel nervous, but try to keep your head up, make eye-contact and smile. Even if you feel shy it’s important to appear interested.

- Identify your own priorities, make a list and set goals. If getting a job is your number one priority make sure your actions reflect your intentions. For example: list the steps you need to take to achieve your goal (1. choose a job goal, 2. create a resume, 3. job search at least 2 hours a day).

- Manage your time and daily schedule effectively. Write down your appointments in a day planner and keep track of time by wearing a watch. This will help you show up to appointments on time. Remember, part of a successful job search involves good timing. The time of day you introduce yourself to an employer can be essential; don’t drop off a resume during their busiest hours, they are less likely to have time to speak with you and your resume may get lost.

- Put your best foot forward by demonstrating good hygiene. Make sure you shower, brush your teeth, brush your hair and wear clean clothing. Employers commented that strong odours and poor hygiene can be very distracting.

- Dressing in business casual clothing (dress pants, collared shirt or sweater with dress shoes) when meeting an employer for the first time is typically the best approach. A clean, neat and tidy appearance can make a world of a difference. Remember the clothing you wear should fit the work environment that you are applying for.
Appendix G: Satisfaction Questionnaire

Below are some questions about the workshop you just participated in. There is no right or wrong answer. Circle the appropriate answer below that best represents the degree you agree or disagree. The feedback will be anonymous.

The video helped me understand what employers are looking for in first place impressions.

Strongly Disagree  Moderately Disagree  Moderately Agree  Strongly Agree

The length of the workshop was good.

Strongly Disagree  Moderately Disagree  Moderately Agree  Strongly Agree

I prefer the online workshop format verse only getting paper handouts.

Strongly Disagree  Moderately Disagree  Moderately Agree  Strongly Agree

The 5 barriers covered were appropriate and/or relevant.
The information about pre-employment barriers was useful.

The information was presented clearly.

I was comfortable with the information presented.

The information in the workshop will assist me with meeting potential employers.
Written Questions

What other barriers would you like the workshop cover? E.g. Transportation, child care, budgeting…

What is one thing you learned from the workshop?

Will this workshop be helpful in your search for employment?
Please provide at least one example.

What is one thing you would change or add to the workshop?
Appendix H: Fable Website

http://russari89.wix.com/preemployment
Appendix I: Fable Lesson Plan

Job Preparation Five Pre-Employment Barriers Workshop - Lesson Plan

Title: Fable: Five Pre-employment Barriers Online

Author: Arielle Russell

Subject Area: Pre-employment barriers: anxiety, attire, hygiene, time management, and prioritization.

Description: This workshop includes a one hour online interactive workshop that addresses the five pre-employment barriers mentioned above. The workshop gives examples of barriers and allows clients to see employer’s opinions on those barriers. The workshop relies on discussions and visual examples through video tutorials and employer interviews.

Duration: 1 hour

Goals:

1) To prepare clients how to create great first impressions
2) To give examples of realistic barriers that clients can relate to and learn from
3) To provide participants with information and activities in which they can engage and to facilitate change

Participant Objectives: After completing this lesson, the participant will be able to

1) To identify the five pre-employment barriers
2) To apply methods of preventing pre-employment barriers
3) Examine their goals and priorities and decide if they line-up with their needs
4) To develop new strategies to manage their time
Resources:
Computers
Internet
Pencils/erasers or pens for participants
Handout material listed below*
Participant handouts are supplied by the facilitator:

Activity Plan:
1) Turn on computers and set up website before clients arrives, this will save on time. Make sure speakers, monitors, and internet are working adequately. If you are going to have more than one client uses the overhead projector to display Fable.

2) When participants arrive, welcome them and direct them to their computers. Introduce yourself and briefly identify the purpose of the workshop. Use the Workshop Introduction Sheet as a guide.

3) After consent forms are signed and collected, give out the “Circle Your Situation” handout. Explain that the form is an ice breaker and it is a way to reflect on their personal habits. Read each section out loud of the handout. Each section represents an area of the five pre-employment barriers. After reading the information discuss each section and the questions.

4) Distribute “Tips and Ideas to Solve Personal Barriers” handout. Explain that the sheet is for their personal use only. This handout is meant to allow clients to take notes on each of the barriers.

5) Give the clients the Fable workshop card and inform them they are allowed to access the website at any given time.

6) You can choose to read the text on the website out loud or use the narrative audio system.

7) Home Page: Discuss the purpose of the workshop and answer any quarries. Use the audio setting if you have sound. It allows you to evaluate the clients expressions and body language during the workshop.

8) Tim Burr: Go through the story and answer each question as a discussion with the client. When discussing the importance of self-image, prompt the client to go through hair, smell, cleanliness, clothing, and tidiness of the appearance. The workshop will prompt the client to decide if the clothing Tim Burr presented himself was appropriate for first impressions with an employer. Depending on the clients answer the tutorial will lead you to different areas of the website. Complete each page of the tutorial of Tim Burr until client directs the client to business casual. When client
arrives to business causal clink on the link “Tim Burr” and continue the workshop under the questions “Nah, he dresses fine.” And “He could dress tiny bit nicer.” (note: You should end all your workshops with The moral of the story). Once the client completed the Tim Burr story board, click on the next story.

9) Move onto the next story board and read through and discuss both written and video scenario of each character. Read final summary (The moral of the story is) as a final statement of each story board.

10) When all four story boards are completed, refer to the closing evaluation form.