Fitting in: Social inclusion in workplaces where people with intellectual disability are employed.

A thesis presented in partial fulfilment of the requirements for the degree of

Master of Arts

in

Rehabilitation

at Massey University, Palmerston North, New Zealand

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2003

# ABSTRACT

Work is one important aspect of inclusion for people with intellectual disability. Success at work and inclusion in the culture of the workplace is a crucial step towards community membership. This research explored the potential of workplace culture analysis for identifying inclusive characteristics of New Zealand workplaces where people with intellectual disability were employed. Eight different workplaces were surveyed and patterns and variations in job entry, orientation and training, company policies, job design, custom and practice, and social opportunities were examined. Several factors influencing inclusion of employees in the workplace culture were identified, e.g. full-time *vs.* part-time, level of employment support, limiting expectations, employer and co-worker attitudes. The implications of results for tertiary transition programmes and further research are discussed.

# ACKNOWLEDGEMENTS

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# CHAPTER ONE: INTRODUCTION AND BACKGROUND

Work is a central aspect of participation in the community, fulfilling both societal expectations that community members be productive, and the individual's need for financial independence. Indeed, having a job plays a key social role beyond that of mere survival, influencing an individual's social status, self-esteem and self perception. For most, work is a key point of social integration, acceptance and community membership, and we need to understand workplaces as social environments assisting social inclusion.

People with intellectual disability have been traditionally seen as a disadvantaged group within the New Zealand labour market and have to a large extent been excluded from paid work. In the past people with intellectual disability have been generally considered unable to work and in most cases receive state provided income support. However, reflecting changing philosophies, a major change in expectation has occurred in the last decade and the worker status of people with intellectual disability is now beginning to be recognized. Although paid work is not yet seen as the practical result of living in the community, many people with intellectual disability have obtained paid employment through personal networks, private initiatives, IHC initiatives, Workbridge and supported employment agencies (Reid & Bray, 1997).

In the past, training for work in the open labour market was largely the preserve of sheltered workshops, although in the 1980s less than 10% progressed from workshop to mainstream employment (Robinson & Bishop, 2000). Current national and international thinking suggests that the "place and train" approach embodied by the supported employment movement will ensure that people with intellectual disability are treated equally in employment matters (Human Rights Act, 1993). The latest government document, Pathways to Inclusion (2001), sets the seal on this change of focus for vocational services in New Zealand with its emphasis on ensuring that people with intellectual disability have the opportunity to gain skills and jobs with the same employment rights and entitlements as everyone else.

People with intellectual disability can be part of the competitive labour market but may need a greater amount of support, orientation and training to adjust to the workplace culture. Tertiary transition programmes for people with intellectual disability have been available in New Zealand since 1986, predominantly in the polytechnic sector. Programmes have the common aim of enhancing community inclusion through developing vocational, social and leisure opportunities (Hagan & McIver, 1996). The vocational effectiveness of tertiary transition programmes can be measured by the extent to which student job seekers with intellectual disability acquire effective strategies to choose, obtain and maintain jobs.

Most tertiary transition programmes in New Zealand have close links with employment support agencies and students engage in work experience as part of these programmes. Professionals in the field of tertiary transition and employment support need the means to match social contexts and demands of different workplaces to the characteristics and preferences of job-seekers, and this requires not only an understanding of workplace culture but also an understanding of the factors influencing inclusion within different workplace contexts.

Every workplace has a unique culture which revolves around shared values, attitudes, expectations and assumptions and the shared experiences that confirm them (Hatch, 1993). Inclusion in the workplace culture is critical to job success because most work takes place in a social context (Hagner, 1992). Inclusion at work is closely linked with the positive social skills that enable people to establish good relations with others and fit in socially (Riches, 1996). A central determinant of successful inclusion at work is the ability to follow the key elements of workplace culture, such as learning names, following the dress code, joining in small talk, initiating appropriate and successful interactions and taking part in the key customs in the workplace culture, including celebrations and social events (Hagner & Dileo, 1993).

The body of literature showing the relationship between lack of appropriate social skills and job termination has focused on the social deficits of workers with intellectual disability and the need for social skills instruction (Chadsey-Rusch, 1992; Greenspan & Shoultz,

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1981). However, current research examining social support provided for workers with disabilities and their social relationships at work (Park, Chadsey-Rusch & Storey, 1998) suggests that closer examination of key elements of workplace culture and their impact on workers may be more important for enhancing social inclusion and job retention than focusing exclusively on extensive social skills training (Chadsey, Shelden, Horn de Bardeleben & Cimera, 1999).

This research aims to identify factors that, according to the literature, could be expected to impact on social inclusion in workplaces employing people with intellectual disability in the Napier/Hastings area by:

a) exploring the culture of different workplaces and the elements that comprise it,

b) determining the extent to which workers with and without disability are included in these workplace cultures,

c) identifying the implications this has for tertiary transition programmes.

The next section provides a definition of terms, and background to the key areas of the study.

## Intellectual Disability

Early last century intellectual disability was defined informally on the basis of social behaviour or the perception by others that a person lacked age-appropriate competence and needed special protection. The earlier importance placed on intelligent social functioning was replaced in the 1920s by an emphasis on academic functioning measured by various intelligence tests modelled on the Binet-Simon measure (Greenspan & Love, 1997). The exclusive reliance on IQ score to define intellectual disability was later modified by the inclusion of measures of social competence. In the 1950s this resulted in the adoption in the United States of the widely emulated definition of intellectual disability based on low IQ and significant deficits in adaptive and social behaviour. Moves since the latter part of the last century towards a more person-centred understanding of individual needs and potential is reflected in the definition of Greenspan and Love (1997) who suggest that mental retardation, which is the USA terminology for intellectual disability, is a *"condition marked by significant deficits in everyday... intelligence reflected in the perception by professionals*

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*and laypeople that a person needs special services and supports in order to succeed in everyday life"* (p. 328). Mirroring the current needs and supports based approach the New Zealand IHC definition of intellectual disability is "*a person has an intellectual disability when his or her functioning is well below average, and this state was evident in his or her childhood, and he or she is markedly impaired in ability to adapt to society's demands"* (Bogard, 1995, p. 10).

In the context of the broader New Zealand scene, one in five New Zealanders (750,000) has a disability (New Zealand Department of Statistics, 2001). Of adults with a disability living in households, 5% are affected by intellectual disability (28,900). Of this group, 41% (12,100) are in the labour force i.e. employed or actively seeking work. 44% of adults with disabilities (273,000) are in the labour force compared with 74% (1,500,000) of adults without disabilities.

People with intellectual disability have slower rates of learning skills and difficulties in generalising or transferring information learned in one situation to another. Intellectual disability means a slowness to learn, process information, and function, but it is not an inability to learn. People with intellectual disability progress through the same developmental stage sequences as identified by Piaget, Kohlberg, and other cognitive-developmental researchers (Greenspan & Love, 1997), more slowly but roughly in line with their developmental age. The handicapping effect of intellectual disability is seen in reduced opportunities for employment, attitudes of others which affect self-esteem, and restrictions that result from over-protection (Gething, 1996).

Historically, people with intellectual disability were segregated in sheltered workshops where social interaction was restricted to socialising with other people with intellectual disability and/or paid staff (Parent, Kregel, Wehman & Metzler, 1991). For people with intellectual disability the push for normalisation and the provision of valued social roles marked the beginning of the shift in the way people with disabilities are viewed, the way the community is viewed, and the ways in which the organisation and provision of supports and services are viewed.

These major shifts in thinking over the years have culminated in the right of community membership for all, and widespread recognition that people with intellectual disability have the same right to be treated with dignity and have equal access to opportunities as the rest of the community. This is supported by the legislation and policies of normalisation, integration and anti-discrimination (Brereton, 1997). In the move from work in segregated settings towards the goal of real work in the community only now *"... has the community membership model begun to evolve from a theoretical possibility to a governing paradigm"* (Karan & Greenspan, 1995, p. 6).

Current thinking suggests that the advantages of working in mainstream jobs, such as the opportunities to develop friendships, establish support networks, gain personal enjoyment, and to acquire some financial independence, are the same for people with and without intellectual disability. Opportunities for inclusion through employment have increased but there are still concerns about the extent to which people with disabilities are included in the social interactions and social support networks at their workplaces.

## Transition to Work Programmes

Transition to work programmes have traditionally focused on acquiring employment and job skills with little emphasis on the social aspects of work places. The transition approach to assisting young people with disabilities to adjust to adult life, particularly in the area of employment, was first established in the USA in response to the high unemployment and underemployment of people with disabilities. When young adults make the transition from school to adult life, society expects them to follow existing social rules such as manner of dress, greetings, punctuality. These social rules are defined by the group and social success is relative to the culture and settings in which an individual functions.

Halpern (1993) suggested three domains that must be considered when assessing adult adjustment. These are employment, residential environment, and interpersonal networks. Individuals need to develop the awareness, competencies and skills to enable them to follow the social rules successfully and adjust to each of these social contexts. The focus of most transition programmes overseas and in New Zealand, is primarily on assisting people with disabilities to gain and maintain employment. In the area of tertiary transition

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programmes for people requiring intensive support with learning, Hagan (1996) found that programmes emphasised skill development in work-related social skills, and the importance of including work experience for students.

Work settings are major social contexts for social interactions among workers with and without intellectual disability (Park, Chadsey-Rusch & Storey, 1998) and transition students should have vocational experiences in workplaces where they can observe first hand the social requirements of the workplace. Competence in work settings includes the ability to understand the often unstated and complex social expectations of supervisors, co-workers and customers (Greenspan & Love, 1997). However, people with intellectual disability often do not understand the unstated rules relating to social interaction and reciprocity in the workplace. Vocational instruction in classrooms may not provide people with opportunities to observe social interactions expected of workers. To prepare students with disabilities for work in mainstream work settings, transition programmes need to provide exposure and experience in dealing with the demands and expectations of these environments (Black & Langone, 1997).

New Zealand has followed the USA lead of reforming the secondary curriculum to increase relevance to vocational skills, facilitating student choice in the vocational area, emphasising job placement prior to leaving high school, and supporting tertiary education for students with intellectual disability (Wehman, 1990). Tertiary transition programmes were established in New Zealand by 1986 reaching a peak of 20 full-time programmes by 1994, with the common aim of enhancing the lifestyle and community inclusion of people with intellectual disability by focusing on vocational, social, and leisure opportunities (Hagan & McIver, 1996).

A New Zealand-wide questionnaire study of outcomes of tertiary transition programmes indicated that although only 10% of the 218 students obtained full or part-time employment at the conclusion of the programme, 54% went on to further education (Hagan, 1996). A smaller study in Hawke's Bay revealed that 26% of the 15 students who responded had gained employment and 33% went on to further education (Fillary & Edwards, 1997).

Most tertiary transition programmes are centred in the polytechnic sector and deliver New Zealand Qualifications Authority Supported Learning Unit Standards that lead to the National Certificate in Work and Community Skills, for example "Recognise effective work practice" and "Develop and maintain friendships". Students enrolling in such programmes are generally funded through the Training Incentive Allowance, which is available for people on the Invalid's Benefit. To qualify for the allowance students need to develop a career plan and the transition programme needs to demonstrate positive vocational outcomes for students. Transition programmes enable people with intellectual disability to gain national recognition for their achievements and expand their career choices and goals. Vocational outcomes are dependent, to some extent, on the quality of the relationship between the transition programme and the local employment support agencies assisting job-seekers with intellectual disability, such as IHC, Workbridge, and various supported employment agencies.

## Supported Employment

The types of jobs that supported workers in New Zealand perform are generally similar to those in the USA (Wehman, 1990). A New Zealand-wide survey by Taylor (1996) revealed that 966 people with intellectual disability were supported in work and community settings. They were employed in a wide range of industries such as retail, health and disability, food, horticulture, and manufacturing/wholesale. However, the most common jobs were cleaning, gardening, kitchen hand, and shop assistant. A study by Reid and Bray (1997) of 17 workers with intellectual disability showed that most had elementary occupations such as basic labouring, cleaning and unskilled work and that most worked part-time.

In New Zealand three major social approaches have impacted on the needs of people with severe disabilities. The first was a welfare approach by means of income maintenance programmes such as the Invalid's Benefit, and special allowances like the Disability Allowance to reduce the cost of disability. The second was an approach in which the government funded training and education programmes provided by sheltered workshops, to assist people to gain employment in the open labour market. From the mid-1980s a third social approach has been taking shape that requires mainstream society to change its structures, expectations, and ways of operating so it becomes more tolerant and inclusive of

differences (Human Rights Act, 1993). This has culminated in the stated intention of the New Zealand Government to repeal the Disabled Persons Employment Promotion Act 1960 which gives sheltered workshops exemption from minimum wage and holidays legislation, to ensure people with disabilities have the opportunity to gain skills and jobs, with the same rights and conditions as other workers (New Zealand Department of Labour, 2001).

Despite these developments over the last 20 years less than 10% of people progressed from sheltered workshops to mainstream employment (Robinson & Bishop, 2000). Therefore the "train and place" approach to employment for people with disabilities has been replaced with the "place and train" methodology of supported employment (Bennie, 1996). The supported employment movement promotes the contribution that people with disability can make to society as part of the labour market. The supported employment approach emphasises identifying the strengths and needs of job-seekers, making the right job match, and providing the right training and support on the job (Bennie, 1996).

In the early days of supported employment the role of the employment specialist was to provide on-site, hands-on assistance and intervention for the supported employee. Many employment specialists were known as job coaches. Recent research (Chadsey-Rusch, Linneman & Rylance, 1997) suggests that this kind of direct intervention can be counter-productive to the goal of supported employment in that the higher the profile the employment specialist has at work the lower the level of inclusion of the supported employee.

The supported employment approach uses some education and training strategies to improve the work performance of the person, and it also uses resources to adapt the expectations and physical conditions of the workplace to improve the match between the person and the job. Most of these modifications occur after the person has been placed in the job. Supported employment emphasises the importance of support after placement in a job, thus improving the worker/job fit by working in the actual work environment on actual work tasks. In order for the supported employment process to work, there must first be an evaluation and classification of both the person with the disability and the work context.

The expectations of vocational outcomes, opportunities for employment, and inclusion at work for people with intellectual disability have changed dramatically both internationally and in New Zealand over the last century. Cognisance of trends and new understandings in the areas of intellectual disability, transition to work and supported employment informs our response to the call for more liberal attitudes and improved community inclusion and acceptance.

# CHAPTER TWO: LITERATURE REVIEW

This chapter places the study in relation to previous research. The theoretical framework, the Minnesota Theory of Work Adjustment, is examined in relation to current discussions on workplace culture. Research and commentary related to the change in focus from individual social skills deficits to examination of workplace contexts are reviewed. The basis and application of workplace assessments are examined. Research studies of the characteristics of inclusive workplaces are considered and the implications for best practice in tertiary transition programmes are examined.

## Theoretical Framework

Social learning of the workplace culture involves the dual aspects of assessing and interpreting the culture of the workplace coupled with the degree and type of support that people require to learn the culture. The Minnesota Theory of Work Adjustment is one of the best examples of a person-environment model of work adjustment (Hesketh & Dawis, 1991) and can be used as a framework to examine the complex interplay of relationships in the workplace context. The theory *"provides a structure for assessing people and jobs and for evaluating the relationships between people and their work in terms of satisfaction (including mental health and well-being) and satisfactory performance (including safe behaviour)"* (Hesketh & Dawis, 1991, p. 2-3). It reminds us that for every assessment made on an individual, similar assessments need to be made on the environment.

The theory developed from a work adjustment project funded by the US Office of Vocational Rehabilitation after World War II. Work adjustment was the goal of rehabilitation, and assessment of individuals and environments was a vital component. The initial Minnesota Theory of Work Adjustment was published in 1964 by Dawis, England and Lofquist who conceptualized the term "work adjustment". Work adjustment is the process by which an individual seeks to achieve and maintain correspondence with the work environment. The concept became less applied and more a theoretical study of the work adjustment dimensions of vocational abilities, vocational job needs, satisfaction, and satisfactoriness. Some modifications were made to the original theory after the questionnaires and scales were developed, in response to further research and in the light of

discussions with peers. In 1968 Dawis, Lofquist and Weiss (cited in Hesketh & Dawis, 1991) presented the revised Minnesota Theory of Work Adjustment.

The model outlined in Figure 1 serves to highlight the importance of all components if adjustment is to be achieved, and is useful in clarifying problems that occur in the transition to work (Hesketh & Dawis, 1991). Work adjustment theory stresses that continued successful interaction between individuals and environments is dependent on the individual being in an environment that is compatible with his or her interests, values, needs, temperament and goals. This match gives rise to satisfaction and well-being.

Figure 1.
*A diagrammatic representation of the Minnesota Theory of Work Adjustment (Hesketh & Dawis, 1991, p. 2)*
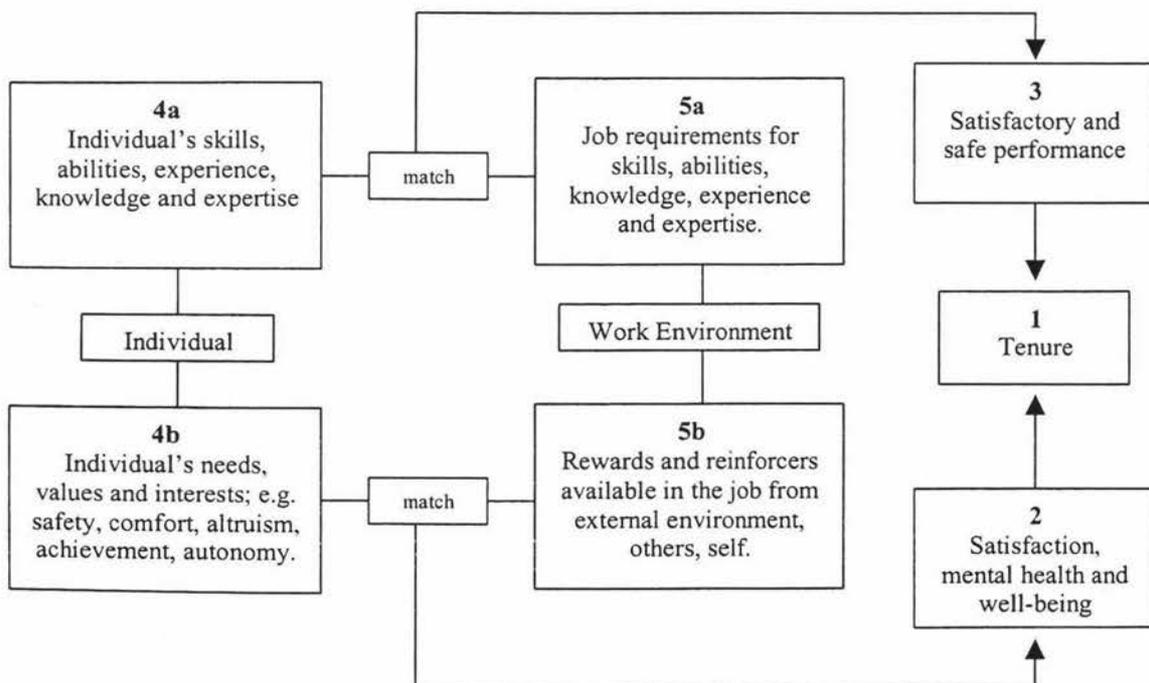


The key concepts in the theory are "satisfactory", which implies that the person meets the skill demands of the job, and "satisfied", which implies that the job provides reinforcement to the person. In turn "satisfaction" is derived from the match between the person's needs, values and interests and the reinforcement provided by the job. "Satisfactoriness" is derived from the match between the person's skills, abilities and knowledge, and the requirements of the job. Emphasis is placed on recognising and assessing work environment differences

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pertaining to skills, knowledge and abilities required by the individual, and also to the reinforcement and motivational features of the work environment (Bolton, 1982).

The work adjustment process can involve an enormous complexity of interactions, and the crucial component of work adjustment theory is its ability to suggest what can be done when mismatches occur. Dawis (1987b, cited in Hesketh & Dawis, 1991) suggests that *"work adjustment theory can be used to delineate problems"* (p. 7). If problems can be predicted, they can potentially be avoided. The Minnesota Theory of Work Adjustment stresses the importance of the right person/work environment match. The theory emphasises the need to assess what people can do and what they want to do, coupled with the assessment of the work environment in terms of performance demands and motivational features. The goal is to achieve compatibility between performance capabilities and limitations with requirements on one hand, and needs with motivational factors on the other. The benefit of the structure provided by the Minnesota Theory of Work Adjustment is that it looks at all the factors important for work adjustment rather than focusing on one component at the expense of others.

Understandings of the functional relationships at work based on the Minnesota Theory of Work Adjustment have been recognised and analysed from the 1960s. A number of studies have centred on various components of the model, but no single study has examined the model in its entirety. One study categorized 35 job seekers by their specific "wants" and then placed them in appropriate work settings. Participants in a similarly sized control group were placed in jobs without taking their wants into account. After eight months the appropriately matched group felt much more competent and able to cope with the demands of the job. Another study looked at 440 Navy recruits during their first 20 months of service. Results of this study and other studies pointed to job satisfaction being the direct result of matching specific job "wants" to the capabilities of the organisational culture to fulfil those "wants" (Morse, 1975; Farkas & Tetrick, 1989; Bluedorn, 1982; Michaels & Spector, 1982, cited in Wanous, 1992).

Examining the Minnesota Theory of Work Adjustment from the perspective of the organisation for newcomers entering work, Wanous (1992) concluded that the traditional

method of organisational selection is matching the capabilities of the individual to the requirements of the job. Any mismatch is likely to impact on the newcomer's task performance. In contrast, the less frequently considered method is matching the specific job preferences and needs of the individual to the motivational factors in the work environment. The impact of a mismatch is directly on job satisfaction. Longevity of employment, or tenure, is ultimately affected by either type of mismatch (Figure 1).

For people with intellectual disability, along with other marginalised groups in society, obtaining and keeping a job is particularly difficult. There is strong evidence to suggest that a major reason for job loss for people with intellectual disability may be their lack of social skills (Chadsey-Rusch, 1992). Greenspan and Shoultz (1981) cite extensive research, including their own, which supports the claim that *" it is an inability to interact effectively with people, rather than an inability to operate machines or perform job tasks, that often causes many mentally retarded adults to get fired from competitive jobs"* (p. 23). In these cases it is clear that the social skills and competence of the individual have been assessed, and termination of employment has been attributed to deficits in interpersonal skills. However, it can be argued that the job loss may equally be attributable to a mismatch between the characteristics of the work environment and the individual's characteristics and preferences.

Figure 2 provides a graphic representation of the major components of the Minnesota Theory of Work Adjustment (Hesketh & Dawis, 1991), with boxes **2**, **4a**, and **5a** extended to include the current approach to workplace culture, which suggests that inclusion resulting from a good person/work environment match is likely to lead to longer tenure. The suggestion is that work adjustment assessments need to focus on the culture of the workplace and supports available as much as on the social competence, career choices and support needs of the individual.

Figure 2.
*A diagrammatic representation of functional relationships at work leading to inclusion and tenure based on the Minnesota Theory of Work Adjustment (Hesketh & Dawis, 1991)*

**4a**
Individual's skills, abilities, experience, knowledge and expertise

match

**5a**
Job requirements for skills, abilities, knowledge, experience and expertise.

**3**
Satisfactory and safe job performance

Individual

Work Environment

**1**
Tenure

**4b**
**Individual's characteristics, support needs and preferences.**

Individual's needs, values and interests; e.g. safety, comfort, altruism, achievement, autonomy.

match

**5b**
**Characteristics of workplace culture, and support available.**

Rewards and reinforcers available in the job from external environment, others, self.

**2**
**Inclusion**

Satisfaction, mental health and well-being

Current research (e.g. Mank, Cioffi & Yovanoff, 2000) suggests that assessing career interests and finding a good job match should be the first step in the job search process. In the context of the Minnesota Theory of Work Adjustment if the characteristics, support needs and career preferences of an individual job-seeker (4b, Figure 2) are matched with the workplace culture and supports available in the work environment (5b, Figure 2), then inclusion (2, Figure 2) will result, which in turn will lead to tenure.

Parent, Kregel, Wehman and Metzler (1991) proposed a comprehensive definition of integration that described the characteristics considered to be important indicators of vocational integration, and designed an instrument to assess these characteristics. The development of the Vocational Integration Index (Parent, Kregel, Wehman & Metzler, 1991, p. 47) *'to shed light on the large number of interrelated factors that must be considered when determining whether an individual's present or future employment setting is compatible with his or her desires and preferences"* was one of the precursors of the Workplace Culture Survey (Hagner, 2000). Drawing on the Minnesota Theory of Work

Adjustment through Wanous's (1992) studies, and the Vocational Integration Index (Parent et al., 1991), Hagner (2000) developed the Workplace Culture Survey which provides a tool to compare the relationship between one individual's level of inclusion within the culture of a workplace with another individual or another workplace. The results can be used to facilitate a good person/work environment match.

In the past success at work was attributed to the ability of the person to meet the task performance demands of the job, and the ability of the job to meet the motivational and reinforcement needs of the person (Hesketh & Dawis, 1991). Current thinking suggests that the ability to perform work tasks forms only part of the equation in terms of success at work, with analysis of workplace culture and social integration forming significant predictors of inclusion and success (Hagner & Dileo, 1993; Riches, 1996). The rationale to examine the social demands of the workplace culture (Hagner, 2000) and supports available in relation to the support needs, social skills and preferences of the person and their inclusion at work (Chadsey-Rusch, 1992; Riches, 1996), is well supported by the Minnesota Theory of Work Adjustment.

## Workplace Culture

Work provides the means for financial independence, sustenance and the benefits of meaningful participation, status, and self-respect (Bolton, 1982). Work is often the next most important social context after that of immediate family and Holmes and Marra (2002) suggest that an individual's work is one important aspect of their social identity. There is wide agreement that social relationships are important quality of life outcomes of employment (Chadsey-Rusch, 1992; Hagner, 2000; Hagner & Dileo, 1993: Riches, 1996; Taylor, 1996).

To work at a job means being part of a social group, joining in and being included in the culture of the workplace as someone who belongs (Hagner, 2000). An understanding of work as a means of becoming part of a social group is crucial to enhancing opportunities for people with intellectual disabilities to achieve a greater degree of community membership.

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A culture includes everything that is learned and shared by its members. Organisational culture usually refers to the culture of an entire company, which may have a variety of locations and facilities. Workplace culture usually refers to aspects unique to one setting or work group. Workplace culture in broad terms consists of a set of shared meanings, expectations, values and assumptions that affect what occurs in the workplace and how this is perceived (Hatch, 1993). The expression of each unique workplace culture can be found in the mode of entry and orientation of newcomers, the policy of the company such as incentives and awards, the job design such as shared tasks, the social customs and practices such as dress and celebrations, and the social opportunities and informal rules of behaviour such as break time routines and conversation topics (Hagner,1996). Within the boundaries of workplace culture lie the knowledge and experience that enables people to function effectively at work.

Wenger (1998) usefully describes the workplace as an example of a community of practice. Becoming a member of a community of practice as typically happens when people join a new workplace, involves learning appropriate behaviours that characterise this group and distinguish it from others. This process provides a means of examining the natural method of learning which in many respects resembles an apprenticeship. When people join a new workplace they need to learn not only the technical terms and jargon, but also the norms for interaction, such as the appropriate ways of addressing and referring to people (Wenger, 1998). By looking closely at experiences and behaviours of those who belong to an organisation and analysing workplace gathering places, social customs, and the interactions of those who work together, the significant features of the workplace culture can be broadly identified (Hagner, 2000; Hagner & Dileo, 1993). Raising social awareness of specific workplace cultural elements may assist job-seekers with intellectual disability and transition professionals to smooth the pathway to desired employment and ongoing adjustment to the workplace.

The workplace culture is characterised by the type of natural supports given and received which follow the unique rules of the setting, and the prescribed norms for passing the culture of the workplace on to newcomers. The term 'natural supports' refers to the support an employee receives from natural resources, including the people, procedures, policies,

customs, tools and equipment available at a workplace. Supports typically provided by organisations include formal supports such as training and orientation, but many other supports occur informally, such as sharing rides to and from work. Workers with disabilities do not need substantially different support from that provided to workers without disabilities but may need assistance to be included in natural work-related supports and social networks. This requires both consideration of the expectations for job-related performance and social interactions that signify the workplace culture.

Successful entry into work requires a certain amount of learning about the workplace and its culture (Hagner, 1993; Wenger, 1998), the conformity of newcomers to important workplace norms and values (Wanous, 1992), and the opportunities to access the natural supports that exist in the workplace (Butterworth, Whitney-Thomas & Shaw, 1997). People with intellectual disability may need greater support and learning opportunities to achieve this goal. This process of social learning or socialisation concerns the ways in which newcomers change and adapt to the workplace or organisation. This is an interpersonal process which involves the transfer of learning, or coaching of new roles, norms, values and accepted behaviour to the new worker by experienced workers in the organisation (Chadsey-Rusch, Shelden, Horn de Bardeleben & Cimera, 1998; Wanous, 1992).

Much of the informal learning that goes on in the workplace consists of learning to handle the rules and expectations of the workplace culture and *"sometimes participation in culturally appropriate social activity is more important than the possession of formal skills when it comes to acceptance"* (Rogan, Hagner & Murphy, 1993, p. 32). Workers with disabilities are included in formal and informal interactions but the extent of social interactions varies across work settings (Hagner, 1992). Co-workers could offer insight into workplace culture which could be used to integrate workers with disabilities more successfully (Rogan, Hagner & Murphy, 1993).

## Inclusion in the Workplace

A fundamental shift has occurred over the last decades in the way people with intellectual disability are viewed, the community is viewed, and the ways in which the organisation and provision of supports are viewed. This shift has been heralded by a distinct change in focus

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in the field of employment. The emphasis has moved from examining the social deficits and changing the social skills of the person with intellectual disability, to a more environmental approach of examining the supports occurring naturally in the social context of the work setting and how these affect the manner and level of inclusion of all workers. A body of research indicates the importance of basing intervention and training decisions on the cultural values and workplace norms of the work setting.

In New Zealand the supports-based definition and service approach of the rights of all to community membership is enshrined in the Human Rights Act (1993). The identification of supports occurring naturally in the workplace for all workers enables professionals engaged in providing support to people with intellectual disability to target their efforts and interventions. Research has shown the relationship between lack of appropriate social skills and job termination (Chadsey-Rusch, 1992; Greenspan & Shoultz, 1981) and as a result interventions have tended to focus on social skills instruction at work places (Park, Chadsey-Rusch & Storey, 1998). Traditional methods of helping people with intellectual disability build social relationships consisted of social skills training focused on the individual with the disability. However, focusing on environmental variables, including characteristics of work sites and personnel involved in job placement and on the job training, also assists social inclusion and social relationships (Park, Chadsey-Rusch & Storey, 1998).

In the past, intervention strategies to assist inclusion at work have largely been directed towards changing the behaviour of employees with disabilities (Chadsey-Rusch & Linneman, 1996). But promoting social inclusion by changing the environment or social activity arrangements in the work setting, or changing behaviour of co-workers and supervisors, are proving to be equally useful strategies. In a recent study of the differences between 10 pairs of supported employees successfully and unsuccessfully integrated into work settings, Chadsey, Shelden, Horn de Bardeleben and Cimera (1999) classified interventions as one of three types: changing the social skills of the person with disability, changing the social context and environment of work settings, changing the people in the work settings. Changing the social skills of the person with disability was the most

commonly used intervention but there was a lack of generalisation and maintenance of social skills trained (Huang & Cuvo, 1997).

Butterworth and Strauch (1994) in a study of 98 supported employees sought to clarify the relationship between social competence and overall success in the workplace. Supervisors and co-workers of supported employees rated each individual's competence on 27 specific social skills. The ratings suggested that the level of social integration was not very high, but there was a high correlation between ratings of polite conversational behaviour and task completion. Their findings suggest that social competence makes an important contribution to success in employment. They further suggest that it is important to identify work settings supportive of developing relationships. This represents a change in focus from supporting the person with disability in the workplace to supporting and working with supervisors and co-workers, and significantly, analysing and understanding the social culture of the workplace.

A study that questioned transition experts on the validity of a range of social integration outcomes and interventions related to young adults making the transition from school to employment, suggested that outcomes and interventions should be viewed from multiple perspectives (Chadsey-Rusch & Heal, 1995). Their findings suggest that outcomes of transition programmes that are reflective of social integration in employment settings are increased social participation, feelings of social support, increased work acceptance, and increased personal acceptance. This is in contrast to past research where social outcomes in employment settings were assessed primarily through objective measures of social behaviour, and interventions consisted of training social behaviours. However, it is acknowledged that social skills and awareness training both before and during work placements contributes to improvements in interpersonal interaction and inclusion of workers with intellectual disabilities (Black & Rojewski, 1998; Hatton, 1998; Hughes, Killian & Fischer, 1996; La Greca, Stone & Bell, 1983; Schloss & Wood, 1990).

Social awareness refers to the ability to understand social events and the environments in which they occur. In a study examining the role of social awareness in the employment success of 125 adolescents with mild intellectual disability as perceived by special

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educators, Black and Rojewski (1998) found no significant difference in the social awareness of participants with higher or lower levels of employment stability, but significant differences in social awareness of participants with higher or lower work performance ratings. This suggests that students who had worked for longer periods of time were not perceived as having a better understanding of how to be interpersonally effective than those who had worked for less time. Students whose work performance was viewed favourably were more likely to be perceived as having a higher level of social understanding than those whose work performance was viewed less favourably. Black and Rojewski's (1998) findings on the relationship between supported workers' levels of social awareness and transition experts' rating of their work performance, although based on teacher's perceptions rather than direct measures of social and employment competence, contributes to the growing body of evidence that the content of transition programmes could be enhanced by the inclusion of components providing students with awareness of the differing social demands and expectations in the work setting. A major purpose of developing social awareness for job-seekers with intellectual disability is to prepare them to function as completely and independently as possible in natural employment settings (Huang & Cuvo, 1997).

Butterworth, Whitney-Thomas, and Shaw (1997) undertook a five year investigation into the experiences of 40 young adults with developmental disabilities during their transition from school to adult life and the role of natural supports in their work settings. Participants primarily worked in entry level service jobs and hours of employment varied from two to 40 hours per week. They found that the inclusiveness of the workplace environment as measured by the Vocational Integration Index (Parent, Kregel, Wehman & Metzler, 1991) was positively related to both the social inclusion of the employee and the supports an employee received from the workplace. The more workplace supports available the greater the likelihood that employees with disabilities will be included in the workplace culture and the more the employment specialist acts as a consultant the more the supported employees are included. The study also suggests that instructional strategies to facilitate natural supports that take into account the employee's specific learning style are more successful.

In summary, this body of research revealed that focusing on both the characteristics of workplaces and on-job training assists social inclusion and social relationships (Park, Chadsey-Rusch & Storey, 1998). However, changing the social skills of the individual was the most common strategy used, but in most research projects not the most effective (Chadsey, Shelden, Horn De Bardeleben, & Cimera, 1999). It is clear that social awareness and social competence makes an important contribution to employment success and it has become important to identify workplaces supportive of developing positive social relationships (Black & Rojewski, 1998; Butterworth & Strauch, 1994), as social integration in employment results in increased social participation, feelings of social support, and acceptance (Chadsey-Rusch & Heal, 1995), and the more workplace supports are available the greater the likelihood of inclusion in workplace culture (Butterworth, Whitney-Thomas & Shaw, 1997).

## Analysing Workplace Social Contexts

Inclusion at work is influenced by a complex array of variables including the culture of the workplace, personal characteristics of the employee, and the type and intensity of external supports and interventions (Butterworth, Hagner, Kiernan & Shalock, 1996). Social inclusion at work signifies that employees with and without disabilities are part of the same social network in the workplace, and is positively linked through job support and job maintenance to workplace success. Work settings provide a context in which social relationships can develop and inclusion has both a physical and social component. For social inclusion to occur proximity, or physical integration, is an important but not sufficient condition for interactions to occur. Success for workers with intellectual disability is dependent on the level of understanding and facilitation of inclusion in workplaces (Hagner, 2000).

Although people with intellectual disability may be working in open market employment settings with support from employment specialists, many employees with disabilities remain physically and socially isolated in their jobs with few opportunities to interact and develop supportive relationships with their co-workers. There is some evidence that workers with intellectual disability interact less with co-workers at break-times (Parent, Kregel, Metzler & Twardzic, 1992), engage with a smaller range of co-workers (Storey,

Rhodes, Sandow, Loewinger, & Petheridge, 1991), engage in more inappropriate interactions (Parent et al., 1992), and are less involved in workplace joking and teasing (Hagner, 1996). Reviewing the literature on language skills Hatton (1998) concludes that while people with intellectual disabilities are generally accepted by co-workers they do not achieve *"a high degree of social integration"* (p. 91).

Critical social skills are context bound and may vary on the basis of the characteristics and social culture of the workplace, people being interacted with, the specific social context of the interaction, and the individual goals and priorities of the people involved (Butterworth & Strauch, 1994). Developing a clearer understanding of the relationship among social competence, social skills, and other contextual factors in the formation of positive interpersonal relationships is necessary if people with intellectual disability are to achieve full participation at work.

With the increasing emphasis placed on the workplace as an important context for inclusion and community membership, and the desirability of making a good person/environment match (Hesketh & Dawis, 1991), current research has focused on the workplace social context in which inclusion occurs. Key interrelated factors for determining inclusion at work include the opportunities available for physical integration and socialising, and the way in which workers, with and without disabilities, participate in these opportunities (Chadsey-Rusch, 1992). Investigation of matching individual preferences to social climates (Rogan, Hagner & Murphy, 1993) led to the development and use of empirical measures of the workplace culture and social inclusion of workers (Butterworth, Hagner, Helm & Whelley, 1999; Hagner, 2000; Hughes, Kim & Hwang, 1998; Parent, Kregel, Wehman & Metzler, 1991).

Four case studies of workers with intellectual disability receiving significant support from within the workplace and some support from employment specialists clarified several approaches that seemed to be facilitating job supports (Rogan, Hagner & Murphy, 1993). The findings suggest that strategies that develop from ordinary practices and interactions that occur within each workplace environment such as matching individual preferences to social climates, supporting the involvement of co-workers, and focusing on

person/environment aspects appear to promote the kinds of natural supports that assist the inclusion of workers with and without disabilities. These approaches *"adhere to the unique natural flow of work site routines, rhythms and relationships, rather than impose human service values, roles and methods"* (p. 275).

In a review of descriptive studies from 1985 to 1995 in which social interaction was assessed using direct observation in integrated work settings Hughes, Kim and Hwang (1998) classified empirical measures that have been used to assess the social integration of employees with disabilities. They measured the demographic variables, the direct observation methods used, and the social interaction assessments. Ten categories of measures of social interaction were identified and occurrence of social interaction was found to differ by environmental context and presence of disability. Hughes et al. (1998) conclude that measures derived in one setting might not be valid within another. For example social amenities such as a tea-room may be valued in some work environments but not in others, and the range of dress considered appropriate is likely to vary across jobs. Implications of these findings include the value of assessing specific job settings as well as the individuals working within these settings. The findings of the Hughes et al. (1998) study that people with disabilities may be physically integrated but not necessarily socially included suggests that there is a need to identify critical contextual variables and employee characteristics that influence social interaction and participation, for example, social skills, job demands, and opportunities to interact. This data will inform intervention efforts to increase social inclusion of workers with disabilities in employment settings.

Social relationships play an essential role in work adjustment and employers have the resources that can provide support for all employees (Butterworth, Hagner, Kiernan & Shalock, 1996). The level of social inclusion and natural workplace supports can influence co-worker and supervisor satisfaction with an employee's performance (Butterworth & Strauch, 1994). However, in a study involving transition experts only a small proportion had assessed whether workers with intellectual disability had ever participated in social occasions after work, or attended company social events (Chadsey-Rusch & Heal, 1998). Social inclusion has not frequently been assessed and may be important to social interaction and to quality work life (Hagner, 1992; Parent, Kregel, Wehman & Metzler, 1991).

The Vocational Integration Index developed by Parent, Kregel, Wehman and Metzler (1991) was designed to measure workplace characteristics that define integration and the amount of physical and social inclusion sustained by workers with disability. Parent et al. (1991) examined the specific characteristics defining vocational integration and illustrated the use of the Vocational Integration Index (VII) through a case study. Their rationale for developing the index was to examine the quality of integration experienced by individuals with severe disabilities. The Vocational Integration Index examines company indicators, work area indicators, employee indicators, and benefit indicators. Parent et al. (1991) suggested the Job Scale portion of the index could be used to collect data during job development to match the social context of the job with the social skills and interests of the individual, and the Consumer Scale could be used as an assessment tool to survey a worker's level of social integration. The review of scoring profiles for the job scale and consumer scale in the case study indicated the many discrepancies among the integration opportunities available at the workplace, the level of co-worker participation in those opportunities, and the level of participation of the worker with disability.

The importance of assessing the culture of work settings was highlighted by Butterworth, Hagner, Helm and Whelley (1999) in a study investigating the role of the workplace and its culture in supporting social inclusion and workplace support for employees with disabilities. They utilised the Job Scale and the Consumer Scale from the Vocational Integration Inventory (Parent et al., 1991) to rank order 24 job settings from most inclusive to least inclusive. Eight participants were selected from the four workplace settings which received the highest, and the four which received the lowest scores on the Consumer Scale. The same settings were also ordered using a draft form of the Workplace Culture Survey (Hagner, 2000), which is a tool designed to measure the characteristics that define integration and inclusion at work. Butterworth et al. (1999) used participant observation and semi-structured interviews to identify four broad characteristics of supportive workplaces. The more supportive and inclusive workplaces were characterised by multiple context relationships, specific social opportunities, personal concern and interest, a team-building management style, and interdependent job design. The researchers suggest that workplaces do provide a wide range of supports for their employees, but that they differ in

types and amounts of support they provide, and thus, the extent to which they meet the support needs of potential employees with disabilities.

The Workplace Culture Survey (Hagner, 2000) was developed from a broad review of literature related to workplace culture, and from existing instruments that assess organisational culture and workplace inclusion (Thomas, 1991; McLaughlin, Garner & Callahan, 1986; Parent, Kregel, Wehman & Metzler, 1991; Moos & Insel, 1974; Pitt-Catsouphes & Mirvis, 1994; cited in Hagner, 2000). The Workplace Culture Survey (Hagner, 2000) has the same number of survey questions as the Vocational Integration Index (Parent et al., 1991) but identifies specific workplace characteristics, for example the special terms and jargon used, the type of help available for workers, and the orientation procedures for newcomers, as opposed to presenting a more general picture of the workplace culture. The wording of the Workplace Culture Survey (Hagner, 2000) is expressed in current terms, for example referring to workers as employees rather than consumers as in the Vocational Integration Index (Parent et al., 1991). The Workplace Culture Survey (Hagner, 2000) has two main applications: firstly, to ensure a good job/employee match prior to the job-seeker entering the workplace, and secondly, as an assessment tool to monitor the level of inclusion of an employee on the job. The item by item analysis of the 31 survey questions assists transition and employment professionals to decide which factors could and should be improved with intervention.

To determine the culture of a workplace, the activities, social opportunities, and specific conditions or factors that contribute to the work setting need to be assessed and the participation of the worker in those identified activities and routines also needs to be assessed (Hagner, 1992). Matching the culture prevalent in specific workplaces to the preferences and characteristics of the individual worker or job seeker contributes to increased levels of inclusion at work (Hagner & Dileo, 1993). The Workplace Culture Survey (Hagner, 2000) provides a useful tool for matching people to jobs that enables the compatibility between the social characteristics of the job and social skills and interests of the person to be determined.

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## Social Interactions at Work

Social interactions with others are amongst the most valued aspects of job satisfaction reported by people with intellectual disability (Chadsey-Rusch, Linneman & Rylance, 1997) but information is limited about how workers with disabilities are treated socially and how they develop relationships with other workers (Park, Chadsey-Rusch & Storey, 1998). In general, the social challenges faced by supported employees are greater than those faced by co-workers, and participation in social interactions is significant to inclusion in the work group (Holmes & Fillary, 2000; Holmes & Stubbe, 2003). The number and type of social interactions that supported employees and co-workers engage in are similar, but the frequency of work-related and non work-related interactions in break and work times differ (Parent, Kregel, Metzler & Twardzik, 1992). Supported employees interacted more with employment specialists whereas co-workers had more interactions with a greater number of people (Storey, Rhodes, Sandow, Loewinger & Petherbridge, 1991). Social relationships are enhanced by participation in social interactions (Hagner, 1992; Reid & Bray, 1997) and in some cases workers with disabilities were perceived as being as socially involved as other workers (Yan, Mank, Sandow, Rhodes & Olsen, 1993).

Parent, Kregel, Metzler and Twardzik (1992) investigated the social interactions of 15 workers with intellectual disability and 15 co-workers through direct observation during work and break times. Results indicated that supported employees and co-workers do not differ in the number and type of interactions they participate in at work. However co-workers interacted more frequently during break times, and supported employees engaged in more frequent interactions involving non work-related topics during work hours. These findings indicate the need to assess the social culture of the workplace to enable supported employees to follow specific social rules and participate in certain types of interactions during breaks that differ from those expected during work time. Identification of supports and training opportunities which are naturally available at work (Parent, Kregel, Twardzik & Metzler, 1992) is a crucial starting place for assessing the points of social inclusion for workers with and without disabilities.

Based on the premise that social integration is a key component of supported employment, and social interactions between workers with and without disabilities is an important

outcome of social integration, Storey, Rhodes, Sandow, Loewinger and Petherbridge (1991) sought empirical data on interactions between employees with and without severe disabilities in supported employment settings. Direct observation of interactions that occurred at work of eight employees with severe disabilities and seven employees without disabilities was undertaken over a year. Findings from this study indicated differences in interaction patterns with employees with disabilities tending to interact with employment support people, and workers without disabilities interacting with more people overall. Storey et al. (1991) suggest future research to compare interactions across different types of supported employment situations, and the need for an assessment instrument with which to evaluate employment settings and to increase the effectiveness of supports provided in relation to social integration.

Identifying which social and interpersonal skills and competencies are central to workplace success has important implications for assisting people to develop social skills, competencies, and awareness (Chadsey-Rusch, 1992) that are desirable and indeed essential across workplaces and in specific workplaces. Empirical data on how workers actually interact and talk to each other in New Zealand workplaces provided the basis for an exploration of some of the social challenges facing supported workers (Holmes, Fillary, McLeod & Stubbe, 2000; Holmes & Fillary, 2000; Holmes & Stubbe, 2003). Although the interactions recorded, for example greetings, small talk, joking and teasing, indicated that supported workers often managed social interactions successfully, they sometimes experienced problems with extended social talk at breaks and lunchtimes. These workplace contexts have been identified as providing both a wealth of opportunities, and challenges, for social interaction and inclusion (Hatton, 1998; Rogan, Hagner & Murphy, 1993).

The results of a study using clique analysis suggest that a person's social competence should be considered in relation to the specific social environment (Yan, Mank, Sandow, Rhodes & Olsen, 1993). A woman with severe disabilities working in a manufacturing plant with 16 co-workers received training from co-workers rather than supported employment professionals. The clique analysis demonstrated her connection with co-workers through three types of interactions. These were greetings and small talk which relates to proximity, work related talk which is associated with task completion, and

personal conversation which is linked with formation of friendships. The mean reciprocal interaction in all three categories was very close to the average of all co-workers indicating that she was perceived as socially involved at levels comparable to others.

The advantages of working in mainstream employment, such as the development of friendships, establishing support networks, access to the community, and personal enjoyment, are the same for people with and without disabilities. It is also instructive to look at contextual or cultural variables that bring people together (Chadsey-Rusch & Linneman, 1996). Relationships among workers with and without disabilities can be enhanced by the natural participation of workers with intellectual disability in such interactions as taking turns making coffee, sitting near other workers at lunch, and joining in celebrations (Hagner, 1992). In a study of 17 workers with intellectual disability Reid and Bray (1997) found that 11 of the workers seemed to fit in at tea, coffee and lunch breaks and five spoke of opportunities to go to regular staff functions if they wished. In order for social inclusion to occur it is important for people with intellectual disability to participate in the workplace culture.

## Characteristics of Inclusive Workplaces

A variety of recent studies focusing on elements that characterise inclusive workplaces and the relationship between workplace characteristics and social inclusion, provide evidence of factors consistently linked with inclusiveness at workplaces. A typical path of entry into work followed by standard orientation and training has been linked to better social integration (Mank, Cioffi & Yovanoff, 2000; Reid & Bray, 1997). Workplace policies reflecting a relaxed management style and engendering positive co-worker attitudes positively influence inclusion. Co-workers' previous knowledge and interaction with people with disabilities facilitates acceptance and inclusion (Butterworth, Hagner, Helm & Whelley, 1999; Chadsey, Shelden, Horn de Bardeleben & Cimera, 1998; Park, Chadsey-Rusch & Storey, 1998). Flexible and interdependent job design and having similar work schedules to those without disabilities are associated with higher levels of inclusion (Butterworth et al., 1999; Chadsey et al., 1998; Mank et al., 2000; Park et al., 1998). It was also suggested that full-time workers are more included than part-time workers (Kilsbey, Beyer & Evans, 1995). Following usual customs and practice at work such as joining in

social talk and joking and taking part in celebrations, contributes to a higher level of inclusion (Hagner, 2000; Hagner & Dileo, 1993; Parent, Kregel, Wehman & Metzler, 1991). The number of formal and informal social opportunities and interactions on the job and outside work hours, and the chances to participate by being in the same place at the right time, are related to acceptance and inclusion (Butterworth et al., 1999; Chadsey et al. 1998; Huang & Cuvo, 1997; Parent et al., 1991; Park et al., 1998).

A nationwide survey in the USA, involving 538 participants in 14 vocational programmes that use the facilitation of natural supports as a strategy to improve employment outcomes for employees with disabilities, investigated the issue that high levels of direct support are associated with less typical employment features, less integration and lower wages (Mank, Cioffi & Yovanoff, 2000). The survey covered demographics, specific disability information, direct support from employment specialists, and employment outcomes. The employment section of the survey was the most comprehensive and included longevity of employment, hours worked, wages, and worksite characteristics focusing particularly on the typicalness of employment processes and conditions. In general, results showed that more typical patterns of job acquisition, pay rates, work roles, and orientation were associated with higher levels of social interaction for supported employees.

Similarly, Chadsey, Shelden, Horn De Bardeleben and Cimera (1998) found a significant relationship between workplace characteristics and the social participation and acceptance of employees with disabilities. The research investigated the differences between 10 pairs of supported employees involved in co-worker interactions, and judged to be either successfully or unsuccessfully integrated in work settings. Agencies were surveyed in five areas: agency characteristics, supported employee characteristics, service provider characteristics, workplace characteristics, and interventions. Of the five areas that could have an impact on social integration, only the characteristics of the work setting and the types of interventions used differentiated the two groups of successfully and unsuccessfully integrated supported employees. Chadsey et al. (1998) found a number of significant factors in workplaces where supported employees were reported to be successfully integrated. Most employees worked the same shift, arrived at the same time, performed the same type of work task, and worked the same number of hours per day or week. Employees

sometimes or always had non work-related interactions with supervisors. Employees got together outside of work for informal social activities. Work settings were relaxed, and the organisations also employed other workers with disabilities. Chadsey et al. (1998) suggest that employers and co-workers view people with disabilities more favourably if they have had experience working with them.

In another study of inclusive workplaces, Butterworth, Hagner, Helm and Whelley, (1999) found a significant relationship between workplace characteristics and the levels of inclusion experienced by people with intellectual disability as expressed through social participation, level of acceptance, and feelings of acceptance of employees with disabilities. For example, the more a workplace has common gathering areas or encourages interdependence among job tasks, the greater the likelihood employees will be included in the workplace culture (Chadsey-Rusch, Shelden, Horn de Bardeleben & Cimera, 1999).

Key factors influencing higher levels of inclusion seem to be job arrangement, work schedule, co-worker attitudes, and management style rather than the type of job or size of workplace (Park, Chadsey-Rusch & Storey, 1998). In an observational study of social relationships and social inclusion of 23 transition students with disabilities placed over a period of three years in a total of 41 different work sites as part of their work experience programme, Park et al. (1998) found that workers were included to some extent but developed close social relationships in only six worksites, and 18 workplaces did not include workers at all. Their findings suggest that there are certain workplace characteristics that do contribute to the development of social inclusion of workers with disabilities. The common characteristics of the inclusive workplaces in the study were that co-workers and employers had a positive attitude towards people with intellectual disability, had experience working with people with disabilities, and had flexible job sharing and social interaction. Well-integrated employees worked in settings characterised by non work-related interactions with supervisors, informal social activities, and a relaxed approach. Most employees arrived at work at the same time, did the same tasks, and worked the same hours. In contrast, workplaces where little inclusion occurred were characterised by lack of awareness amongst co-workers that workers with disabilities had

the same needs as other workers, low expectations of people with disabilities in terms of performance and behaviour, and patronising social relationships (Park et al., 1998).

A New Zealand study by Reid and Bray (1997) involving semi-structured interviews with 17 workers with intellectual disability, found that none had gained paid work by themselves, and none had gained their job from newspaper advertisements or employment service notice boards. For all workers paid work was found by paid support staff who were dedicated to job finding and actively looked to match people and positions The relationship between level of inclusion and the mode of entry and training was not directly explored, but the fact that the sample represents those who were successfully employed may indicate that the non-typicalness of entry did not affect subsequent success at work. A major implication of the study is that professionals supporting job-seekers and workers with intellectual disability need to have the tools, skills, and knowledge to match workers to jobs and to provide ongoing support to employers and supported workers.

Significantly, in a study of interaction patterns of supported employees, Kilsbey, Beyer and Evans (1995) noted that full-time workers with disabilities experienced more integration with co-workers and were much more likely to interact with them outside of work hours, than part-time workers with disabilities. Part-time workers were more likely to work different hours, wear different clothes, perform different tasks and arrive and leave at different times than were their non disabled counterparts.

Implications arising from these studies include the need to re-examine practices in job placements and arrangements, and the need to consider workplace variables when transition to work programmes are developed and designed so that individuals can realise their social goals in work settings. If contextual and social variables are considered when initial placements and job arrangements are made this may lead to closer social relationships between workers with and without disabilities. The results of these studies indicate the need for transition and employment support professionals to have the means of assessing work settings in terms of social characteristics and natural supports available.

Additionally, emerging from the literature is the confirmation of the inhibiting effect that the presence of job coaches and other employment professionals may have on the level of social inclusion of supported employees. Recent research reflects the move away from direct interventions and training by professionals, to facilitating natural supports that already exist in the workplace (Chadsey et al., 1998; Chadsey-Rusch et al., 1997; Mank et al., 2000; Park et al., 1998).

Interestingly, one other frequently reported factor influencing inclusion of supported employees was the effect of family support. Consulting and communicating with family members (Butterworth, Whitney-Thomas & Shaw, 1997), and family characteristics of moral support, practical assistance, and family cohesion led to improved employment outcomes (Dixon & Reddacliffe, 2001). Conversely, low and limiting family expectations of job-seekers leaving transition programmes (Gallivan-Fenlon, 1994), and parents reluctant to promote social integration (Chadsey-Rusch & Heal, 1997) led to disappointing employment outcomes.

## Implications

The review of the literature highlights research and commentary in a number of significant areas that lead to the rationale and aims of this research project.

### *Theoretical Framework*

The Minnesota Theory of Work Adjustment (Hesketh & Dawis, 1991) provides a grounded approach to review and assess the reciprocity of functional relationships that, when in balance, can lead to successful adjustment and inclusion in the work environment for people with intellectual disability. The theory can be applied to examine the requirements of the job in relation to the skills, abilities and experience of the job-seeker, and crucially for this research, the characteristics of the workplace culture and the supports available in relation to the characteristics, support needs and preferences of the job-seeker. This is in contrast to much research in the past which has focused on the aspects of an individual's job capabilities matching the requirements of the job. Current research into success at work now focuses equally on an individual's needs and preferences matching the work environment. The

means to assess the work environment can be found in the Workplace Culture Survey (Hagner, 2000).

*The Workplace as a Social Context*

Work provides opportunities for social acceptance and community membership through inclusion in the culture of the workplace. The benefits of employment include opportunities to build self-confidence, independence and social competence (Dixon & Reddacliff, 2001). Job-seekers with intellectual disability need greater support to enter work successfully (Hagner, 1993), conform to the prevalent norms and values (Wanous, 1992), and access the natural supports that exist in the workplace (Butterworth, Whitney-Thomas & Shaw, 1997). Against a changing, legislated social backdrop of the right of community membership for all, the focus of transition programmes and employment support has been on placing people with intellectual disability in jobs and helping them stay on the job (Park, Chadsey-Rusch & Storey, 1998).

*The Emerging Significance of the Workplace Environment*

Results of New Zealand studies of tertiary transition programmes (Hagan, 1996; Fillary & Edwards, 1997), demonstrate a small improvement in employment outcomes, as compared with sheltered workshop employment outcomes (Robinson & Bishop, 2000). Transition professionals have the knowledge and skills to provide sound career planning, social skills and awareness programmes, but may lack the knowledge and awareness of the work environment where these skills will be contextualised and applied. The combination of carefully designed preparation along with the identification of natural supports in the workplace appears to be an effective way of addressing the acquisition of the kinds of awareness and skills that assist people to fit in at work (Black & Rojewski, 1998; Hagner, 1992; Huang & Cuvo, 1997; Rogan, Hagner & Murphy, 1993).

*The Need to Assess Workplace Culture and Inclusion Levels*

Examination of workplace culture is a complex process. Only a few assessment instruments for measuring workplace culture have been developed (Ohtake &

Chadsey, 2001). The review of literature highlights the importance of having the means to assess the work environment to facilitate a good person/environment match for people with intellectual disability. The Workplace Culture Survey (Hagner, 2000), developed from existing methods and instruments (e.g. Park et al., 1991), is an assessment tool identified in the literature that provides a starting point for transition professionals and others to further understand the reciprocity of functional relationships at work and to benefit job-seekers and supported workers with intellectual disability to gain and maintain employment. The survey instantiates the prevailing culture and levels of inclusion across workplaces, and provides a basis for the comparison of workplaces in terms of elements present and supports available, and the relative levels of participation of supported workers and co-workers.

*Developing Workplace Social Interactions*

The provision of instruction in social awareness (Black & Langone, 1997; Black & Rojewski, 1998), combined with the development of career plans consistent with individual abilities and preferences, and the opportunity to experience a range of workplace contexts, may assist inclusion and the formation of social and interpersonal networks through employment that are desired outcomes of transition programmes (Chadsey-Rusch, Linneman & Rylance, 1997). It is therefore essential that typical environmental features and naturally occurring cues in workplaces be identified and that transition programmes take into account these features and cues.

*Recognition of Factors Consistently Linked with Inclusiveness*

Five key areas of naturally occurring supports at work have been identified in the literature linked to social inclusion: initial orientation to the workplace and ongoing training, workplace policies that result in a team building approach, jobs that are interdependent and flexible, the types of social customs and practices that prevail, and the frequency and types of social interactions that occur at work and after work (Butterworth, Hagner, Helm & Whelley, 1999; Chadsey, Shelden, Horn De Bardeleben & Cimera, 1998; Hagner & Dileo, 1993; Huang & Cuvo, 1997; Mank, Cioffi & Yovanoff, 2000; Park, Chadsey-Rusch & Storey, 1998), These crucial

aspects of workplace culture can be assessed and monitored by the Workplace Culture Survey (Hagner, 2000) which, as a result makes it a potentially valuable tool for transition and employment support professionals.

*The Role of Tertiary Transition Programmes*

It is critical to identify the kinds of social skills, job demands and opportunities for interaction that influence social integration and participation at work (Butterworth, Whitney-Thomas & Shaw, 1997), and incorporate this knowledge into tertiary transition programmes to promote social inclusion. Transition professionals need to have the means to analyse workplace contexts and identify workplace characteristics and natural supports available, in order to demonstrate empirically the relevance of their objectives instead of relying on intuition in selecting the content of programmes.

The literature review presents a broad range of overseas research relating to both workplace culture and to inclusion at work. However, there is little reference to factors influencing inclusion in the New Zealand setting. Research relating to New Zealand workplace contexts is extremely limited, although a recent project identified and explored some specific social communication challenges facing supported workers with intellectual disability (Holmes & Fillary, 2000). The impetus for this research was firstly a dearth of studies carried out on the employment of people with intellectual disability in New Zealand, and secondly the fact that few New Zealand studies have focused on factors influencing the inclusion of people with intellectual in competitive employment (Reid & Bray, 1997), or the content of transition programmes (Hagan, 1996). A better understanding of differing social and cultural demands of New Zealand workplaces and social inclusion of workers with intellectual disability has implications for the social content, emphasis and delivery of tertiary transition programmes.

The aim of this research is to examine the potential of workplace culture analysis for identifying inclusive characteristics and inclusion levels of workers, with and without intellectual disability, in some New Zealand workplaces, and to use the results to inform and improve the content of tertiary transition programmes. The well documented and most

current Workplace Culture Survey (Hagner, 2000) is the principal research instrument selected for the purposes of data gathering and analysis.

The objectives of this study are:

1. **To determine the range and nature of workplaces employing people with intellectual disability in the Napier/Hastings area.**

   An overview of the types of employment and the number of people with intellectual disability employed on a full-time or part-time basis will provide the range from which a sample of workplaces is drawn.

2. **To identify workplace culture elements and supports available characterising a range of different workplaces.**

   Results of the Workplace Culture Survey (Hagner, 2000) will provide the basis for a comparison of workplace culture among the sample of New Zealand workplaces.

3. **To determine the level of inclusion of the supported worker with intellectual disability and a co-worker without disability at each workplace.**

   The Workplace Culture Survey (Hagner, 2000) will provide the basis for examining the levels of inclusion of both supported workers and co-workers in the sample of workplaces.

4. **To identify factors influencing inclusion at each workplace.**

   Analysis of data collected from the sample of workplaces and of participants will provide an overview of possible influences on inclusion across the sample of workplaces.

5. **To examine the implications of findings for transition programmes.**

   The results will be discussed in terms of informing best practice in tertiary transition programmes and encompassing current knowledge of the functional relationships that lead to inclusion and success at work.

# CHAPTER THREE: METHOD

In this chapter the information provided by the employment support agencies outlining the range and nature of workplaces employing people with intellectual disability is tabulated and considered, the sample of consenting workplaces and participants are introduced, the rationale for the use of the Workplace Culture Survey (Hagner, 2000) is discussed, the pilot study analysed, and the study procedures summarised.

## Ethical Approval

Prior to asking supported employment specialists, employers, co-workers, and supported workers with intellectual disability to participate, it was necessary to obtain ethical approval from the Human Ethics Committee of Massey University. Approval for the study to proceed was granted 31 January, 2002.

## Workplaces and Participants

Three agencies supporting people with disabilities in open employment in the Napier/Hastings area consented to provide data on the number and types of workplaces where people with intellectual disability are employed, the number of people with intellectual disability in paid employment, and whether the employment was part-time or full-time.

In the Napier/Hastings area 71 workplaces employing workers with intellectual disability in a wide variety of jobs were identified by the three supported employment agencies. Three of the supported workers had jobs at two workplaces bringing the total to 74 jobs where supported workers with intellectual disability were in paid open market employment. From Table 1 it is apparent that people with intellectual disability in the Napier/Hastings area are most commonly employed on a part-time basis. Part-time hours ranged from two hours per week to 32 hours per week. Full-time work was available in only a few jobs in the food industry, horticulture, and in factories, with individual full-time jobs in a school, office, tourist centre and in a labouring job. Significant employment settings were in the food industry and horticulture.

Table 1

*Workplace types employing people with intellectual disability in Napier/Hastings area in 2002*

| Workplace | Workers with intellectual disability | | |
| --- | --- | --- | --- |
| | N | Part-time | Full-time |
| Food industry | 12 | 11 | 2 |
| Horticulture/agriculture | 11 | 7 | 4 |
| Supermarket | 9 | 10 | 0 |
| Retail | 8 | 8 | 0 |
| Elder Care | 6 | 6 | 0 |
| Factory | 6 | 3 | 3 |
| School | 3 | 2 | 1 |
| Car Yard | 3 | 4 | 0 |
| Child Care | 2 | 2 | 0 |
| Office | 2 | 1 | 1 |
| Cleaning Business | 2 | 2 | 0 |
| Courier | 2 | 2 | 0 |
| Sports Ground | 1 | 1 | 0 |
| Security Business | 1 | 1 | 0 |
| Hairdressing Salon | 1 | 1 | 0 |
| Tourism Business | 1 | 0 | 1 |
| Labouring Business | 1 | 0 | 1 |
| TOTAL | 71 | 61 | 13 |

The combined population of Napier and Hastings is 121,086 people. Based on national statistics on disability applied to the population of Napier and Hastings approximately 925 adults in the Napier/Hastings area would have intellectual disability, and of this group 387 would be expected to be in the labour force (New Zealand Department of Statistics, 2001). The 74 supported workers in the Napier/Hastings area represent less than 20% of the expected number of adults with intellectual disability in the labour force in the region. The New Zealand definition of being employed is *"people who work for one hour or more per week for pay or profit (including unpaid family members working in a family enterprise)"*

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(Statistics New Zealand, 2001, p. 316). Because of this broad definition of employment, combined with the fact that the statistics reflect not only those actually employed but also those seeking employment, the remaining number of 310 workers and job-seekers with intellectual disability are likely to be:

- in paid employment not identified by an employment support agency,
- or in paid employment without employment support,
- or seeking work,
- or engaged in voluntary work,
- or working in sheltered employment,
- or undertaking an educational programme.

Additionally, as these regional figures are estimates based on national statistics, the picture in the Napier/Hastings area may well be different from that of other areas.

From the range of 71 workplaces nine consented to participate in the research. Initially a pilot study was carried out at one consenting workplace where the employer, a supported worker with intellectual disability, and a co-worker without a disability, completed the Workplace Culture Survey (Hagner, 2000). Following the pilot study eight employers/supervisors from the eight remaining consenting workplaces and a total of 16 co-workers and supported workers completed the slightly modified survey and two additional questions during an interview. In all cases a pseudonym has been used for the workplace, co-worker and supported worker to ensure confidentiality and anonymity of workplaces and participants.

At each workplace the employer or supervisor of the co-worker and supported worker's work group responded to Part A of the Workplace Culture Survey to establish which workplace culture elements were present. The supported worker and the co-worker responded to Part B of the Workplace Culture Survey to ascertain the extent to which they were included in the workplace culture elements present.

Table 2 presents the participating workplaces which represent a range of employment types falling within the general categories of food industry, retail, horticulture, elder care, and school. Workplaces ranged from the small owner operated Greenfingers Garden Centre to

the large nationwide Allsortz Market retail business. Ages of workers ranged from 19 to 53 overall, with the majority of co-workers over 30 and the majority of supported workers under 30. The majority of supported workers were male, and the majority of co-workers were female. In contrast to the other work settings, all the participant workers in the food industry were male.

Table 2
*Participants*

| Workplace | Size (no. emp.s) | Co-worker | M/F | Age (years) Worker | Supported (years) | M/F | Age |
|---|---|---|---|---|---|---|---|
| Bay Brasserie | 10 | Glen | M | 20 | Neil | M | 28 |
| Celebration Rest't | 30 | Bill | M | 35 | Fred | M | 24 |
| Best Burgers | 40 | Doug | M | 23 | George | M | 19 |
| Allsortz Market | 100 | Jane | F | 37 | Dan | M | 52 |
| Total Trade | 7 | Rae | F | 41 | Lena | F | 47 |
| Greenfingers | 8 | Lyn | F | 27 | Ben | M | 22 |
| Hollydale School | 43 | Mona | F | 53 | Jean | F | 25 |
| Rest Home | 30 | Brenda | F | 52 | Colin | M | 27 |

Most of the workers with intellectual disability had initially gained employment through an employment support agency and all continued to receive support from an agency. Two of the supported workers had initially gained their job through school workplace experience. The type of support ranged from a phone call once a month to daily direct support, and is based on individual assessed need. In most cases the co-worker and supported worker were of similar age. In all cases the co-worker had gained their job through application in response to an advertisement.

## Research Instrument and Format

For the purposes of this research the Workplace Culture Survey (Hagner, 2000) was selected as a comprehensive tool that could provide reliable and valid information about inclusive practices and features of differing workplaces. The Workplace Culture Survey is an assessment tool designed to monitor the level of social inclusion of workers. It is valuable for identifying discrepancies between social interaction activities at the workplace

and the involvement of workers in these activities. The results can offer a comparison of cultures and levels of inclusion of workers at different worksites. It can be used to facilitate the selection, matching process, and inclusion management particularly for marginalised groups (Hagner, 2000). The Workplace Culture Survey was field tested (Hagner & Faris, 1994, cited in Hagner, 2000) and as a result was simplified. The development and field testing of the survey included consideration of the reliability and validity of workplace culture scores. Permission to use the survey for this research project was granted by Hagner in 2001 (Appendix I).

The validity of the survey was examined in a study of six workplace settings employing people with intellectual disability. The workplace inclusion scores as measured by the Workplace Culture Survey (Hagner, 2000) were compared with data from an in-depth qualitative study (Butterworth, Hagner, Helm & Whelley, 1999). The settings were rank ordered from most to least inclusive based on the independently completed Workplace Culture Surveys, and observation and field notes respectively. The two rankings were identical. The Workplace Culture Survey was administered by two different observers during visits to each of the same six settings (Butterworth et al., 1999). The ratings given by the observers for the strength of the workplace culture and workplace inclusion agreed in 293 out of a possible 395 elements giving an inter-rater reliability of 74.2% agreement. Hagner (2000) concedes that there is *"an inevitable degree of subjectivity involved in analyzing workplace culture"* (p 103). It is important to recognise that on any particular day the culture may alter, and that different subcultures may develop within the same workplace amongst different work groups.

The Workplace Culture Survey (Hagner, 2000) assesses thirty-one crucial elements of workplace culture and offers an insight into the prevailing factors that contribute to the culture of a particular workplace setting. A list of the grouped elements and associated structured questions follows.

- Orientation and Review

  Longevity of employment, orientation, performance review, employee training, items issued to employees, and opportunities for advancement.

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- Workplace Policies

  Staff meetings, pay distribution, employee assistance and wellness programmes, car pooling/transportation, employee incentives, and work/family policies.

- Job Design

  Joint tasks, shared tasks, co-worker help, work schedule, shared equipment, and name display.

- Customs and Practice

  Initiation pranks, special terms and jargon, dress and appearance, work space personalisation, group customs, and celebrations.

- Social Opportunities

  Social times, gathering places, mealtimes, break-times, social interactions, company sponsored social activities, and outside activities.

There are two parts to the Workplace Culture Survey. Part A is conducted with the employer or supervisor in the workplace setting, and indicates the number of key workplace culture elements or events present, described as the strength of the workplace culture (Hagner, 2000). The overall strength of the workplace culture is indicated by the number of elements present out of the 31 identified by Hagner (2000). Therefore the results of Part A will be a raw score out of 31, with a high score indicating a strong workplace culture. Results of Part A are particularly instructive before the person/job match is made.

Part B is conducted with both supported workers and co-workers in the workplace setting, and indicates the degree to which workers participate in the identified elements or events, described as the level of inclusion (Hagner, 2000). Therefore the results of Part B will be a raw score out of 31, and a percentage score, of the number of elements that workers participate in or are included in. The raw score indicates the number of elements that the worker is included in out of all the elements that are present at the workplace. The percentage score indicates the degree to which the worker is included in those elements. Results of Part B are instructive in monitoring the level of inclusion during the period of employment and identifying support needs and possible interventions.

For example Part A asks 'Is there a particular code of dress or appearance for employees?' and the corresponding Part B question is 'Does the employee follow the same dress code and appearance as others?' Observation and comments related to each element from the perspective of the employer, co-worker and supported worker expand the data.

## Pilot Study

A pilot study was initiated at a consenting workplace, a school, to test its appropriateness for use in a New Zealand setting. The survey was administered face to face by the researcher using a semi-structured interview format. The principal responded to the 31 questions comprising Part A. A worker without a disability, and a supported worker with intellectual disability responded to the corresponding 31 questions from Part B of the Workplace Culture Survey.

The process of piloting highlighted four areas to address:
- identifying the work group
- grouping the survey questions
- reflecting New Zealand expressions and examples
- capturing other influences on inclusion

Identifying the work group of the worker with intellectual disability was necessary to ensure that the focus was on the culture pertaining to that group rather than the wider school, and to ensure that the co-worker participant was part of the identified work group.

The questions from the Workplace Culture Survey were asked during the semi-structured interview in the order in which they appeared in the original. This resulted in jumping from topic to topic which interrupted the flow of the interview. Therefore the questions were subsequently regrouped to help the interviewee focus on one area at a time, and provide a better flow to the interview. The questions were grouped into five major sections reflecting the broad areas of opportunities for inclusion: orientation and review, workplace policies, job design, customs and practice, and social opportunities.

One of the questions was altered to better reflect the New Zealand context. The question "Do workers typically play some kind of prank on a new employee as a kind of initiation?" was changed to "Do workers have in-jokes, practical jokes, and special humour at work?" Further examples were added to clarify questions, and to broaden the range of comments elicited. For example, the question about meal times "Do workers eat lunch (or other meals) at the same time?" was broadened to include whether workers bring or buy food, or heat left-overs, and the question "Does the company provide a formal orientation for new workers?" was expanded to include a job description.

Two additional questions were included to provide more information on any other significant elements of workplace culture, and further factors that could be influencing inclusion and participation.

> Are there factors that you feel assist the inclusion of workers with and without intellectual disability?
> Are there factors that seem to prevent the inclusion of workers with and without intellectual disability?

These two questions were not included in the scoring but were designed to provide further information on New Zealand workplace culture and inclusive practices.

## Procedures

The researcher approached all Napier/Hastings employment services and training agencies supporting people with intellectual disability in work and explained the aims of the research in person. Of the six agencies originally contacted three were supporting people with intellectual disability in paid employment in open market work settings, and three were supporting people only in unpaid or sheltered work settings. The three employment support agencies supporting people in paid work were provided with the Support Agency Information sheet (Appendix V) and Consent Form (Appendix IV) and asked to participate in the research. They were also asked to provide information on open market workplaces in the Napier/Hastings area employing workers with intellectual disability, and to assist with introductions and access to selected workplaces where they have a responsibility for a placement. One of the three employment support agencies worked exclusively with people

with intellectual disability, and the other two agencies worked with people with a broad range of disabilities, including people with intellectual disability.

All three employment support agencies consented to provide:

a) a list of workplaces where supported workers with intellectual disability were employed,

b) the numbers of supported workers with intellectual disability in paid employment,

c) the hours per week supported workers were employed.

Two of the employment support agencies consented to provide assistance with access to potentially consenting workplaces and participants. These two employment support agencies each identified and contacted five workplaces likely to consent in principle. Nine of the total of ten workplaces contacted agreed to participate in the study. Following the pilot study the researcher then visited the eight remaining selected workplaces and provided each employer or supervisor with the Employer Information Sheet (Appendix VI) assuring them that the study would be following ethical procedures and would be of minimal intrusion to the workplace. When signed, informed consent was obtained, Part A of the survey was administered face to face by the researcher, to each of the eight employers or supervisors at their workplace using a semi-structured interview format. The 31 answers to the survey questions and the two supplementary questions were recorded on the survey form (Appendix II).

The employer or supervisor at each workplace identified the work group that the supported worker with intellectual disability was part of, and selected possible co-workers without a disability from that work group to participate in the study to enable a comparison of responses and participation levels to be made of one with the other. Selection was based on proximity and the supported worker belonging to the same work group, rather than on age or gender similarities, as workplace culture is found to vary from one work group to another and at different points in time in the same workplace (Hagner & Dileo, 1993). The co-workers without a disability were approached by the researcher at each of the eight workplaces and were provided with a Participant Information Sheet (Appendix VII) and invited to take part in the study. All co-workers approached agreed to participate. When signed informed consent was obtained, Part B of the survey was administered face to face

by the researcher, to each of the eight co-workers at their workplace, using a semi-structured interview format. The answers to the 31 survey questions and the two supplementary questions, were recorded on the survey form (Appendix III).

When consent was given by each of the eight workplaces to participate in the study the relevant employment support agency sought consent to participate in the study from each of the eight supported workers and his/her key support people (e.g. family, caregiver, key worker or support person). The researcher and employment support person explained the aims of the study in simple language referring to the Participant Information Sheet (Appendix VII), the Support Person Information Sheet (Appendix VIII) and the Consent Form (Appendix IV), and the supported worker and his/her support people were then invited to participate in the study. All of the supported workers and their support people approached agreed to participate. When signed informed consent was obtained Part B of the survey was administered face to face by the researcher, to each of the eight supported workers, with the assistance of his/her key support person, using a semi-structured interview format. The answers to the 31 survey questions and the two supplementary questions, were recorded on the survey form (Appendix III). Five of the interviews were administered at the workplace, two at the employment support agency, and one at the supported worker's home.

At the conclusion of the study a Results Information Sheet (Appendix IX) was sent to all research participants who had requested further information on the Consent Form.

# CHAPTER FOUR: RESULTS

In this chapter the results of the Workplace Culture Survey (Hagner, 2000) are presented in tabulated form and analysed showing the elements present at each workplace and the degree to which workers with and without disabilities are included in these elements. Analysis of each of the 31 elements of workplace culture underscores common factors that seem to influence levels of inclusion across all eight workplaces. Individual workplaces are examined and specific factors influencing the level of inclusion at each are highlighted. The salient points arising from perceptions of factors and barriers influencing inclusion at work are emphasised.

## The Workplace Culture Survey

This section provides an analysis of each group of workplace culture elements and the relative importance of each element as a factor influencing inclusion of supported workers with intellectual disability across all eight workplaces. Each element is numbered to reflect the grouping and order of interview questions from Part A or Part B of the Workplace Culture Survey (Hagner, 2000).

### Orientation and Review

Table 3 presents the length of time workers had been with the organisation, orientation for newcomers, review of job performance, on-going training available, promotion possibilities, and whether items and equipment are issued to employees. The results of the analysis indicate that the elements related to orientation and performance review were present in most of the workplaces under study, and that in most of the workplaces the majority of staff had been employed for longer than a year. Although these elements were commonly present, the participation level of supported workers was not high in the areas of orientation, review and promotion.

Table 3
*Orientation & Review*

| Element surveyed | Workplaces with element | Co-workers included | Supported Workers included |
|---|---|---|---|
| 1. Longevity (more than 1 yr) | 7 | 5 | 8 |
| 2. Formal orientation | 8 | 3 | 3 |
| 3. Performance review | 6 | 5 | 3 |
| 4. On-going employee training | 8 | 5 | 7 |
| 5. Promotion | 7 | 4 | 3 |
| 6. Items issued e.g. uniform | 7 | 6 | 7 |

*Longevity of Employment*

A low staff turnover and tenure of at least a year for most workers can signify the stability of a workplace that allows a strong workplace culture to thrive. In almost all of the workplaces the majority of workers had been employed for longer than a year, with the exception of the brasserie. All of the supported workers had been employed for more than a year and two for more than 10 years, whereas three of the co-workers had been employed for less than a year and the maximum length of employment for any co-worker was five years.

*Orientation*

Orientation to the workplace is a vital first step in familiarising a new worker with the workplace culture and decreasing the stress of entering a new situation. A formal orientation for newcomers conducted by the organisation was a feature of all of the workplaces surveyed, but significantly, in five cases the supported worker had not been introduced to the job through this process but had been oriented to the job by the employment support agency. In five cases the co-worker had not received a formal orientation to the job, but for very different reasons. For example, in both the brasserie and restaurant a formal orientation and a job description were not necessary as "chefs know what to do in the kitchen". At the large retail store, garden centre and resthome, co-workers had been made familiar with the work and oriented to the job informally. Six of the workplaces had job descriptions for workers but in only two cases did the supported worker have a job description.

*Performance Review*

Most workplaces have some sort of formal process to assess and evaluate worker performance. A process of formal review of performance was present in almost all of the workplace cases with the exception of the brasserie and garden centre. However, at the restaurant, school, and retail store the supported worker's performance was not formally or regularly reviewed by the supervisor or employer, although informal reviews were conducted that included the employment support agency.

*On-going Employee Training*

Most workplaces provide some form of employee training which often consists of on-going assistance or pairing with a co-worker. Most of the workplaces surveyed offered on-going training for employees and this was considered the usual way of assisting people into the job. A system of pairing or buddying was the norm, and in three cases the co-worker was providing, not receiving, the on-going training. In only one case did the supported worker not receive the same training as co-workers and this was attributed to the employment support agency taking on this role.

*Promotion*

The presence of opportunities for career advancement, increasing levels of autonomy, and responsibility for workers is another indicator of workplace culture strength. A process of promotion of some workers from entry level to higher positions was evident in all workplaces with exception of the resthome. Three of the co-workers had already reached the limit of advancement available at their workplace and were not able to progress further. In only three cases had the supported worker advanced, although two supported workers expressed a desire for promotion.

*Items Issued*

Membership of a work group can be indicated by the issue and use of items such as a uniform, name badge or locker key. With the exception of the school all workplaces issued standard items to employees, in each case a uniform, and at the retail store a locker key as well. At the trade suppliers, employees had to share the cost of the uniform and neither the co-worker, who had been employed for only a few weeks, nor the supported worker, had a uniform at the time of interview.

**Workplace Policies**

Table 4 presents the elements of workplace culture stemming from general workplace policies relating to staff meetings, pay distribution, employee wellness/fitness programmes, car pooling arrangements, incentives, and supportive family-oriented flexible arrangements. The results clearly indicate very few workplaces offer employee wellness or fitness programmes or special transport arrangements. However all workplaces had regular staff meetings, flexi-time arrangements, and with one exception, wages paid directly into individual worker's bank accounts.

Table 4
*Workplace policies*

| Element surveyed | | Workplaces with element | Co-workers included | Supported Workers included |
|---|---|---|---|---|
| 7. | Staff meetings | 8 | 8 | 2 |
| 8. | Pay distribution | 8 | 8 | 7 |
| 9. | Wellness/fitness programmes | 1 | 1 | 1 |
| 10. | Car pooling/transport | 2 | 1 | 0 |
| 11. | Incentives & awards | 5 | 5 | 2 |
| 12. | Flexi-time (dentist/doctor) | 8 | 7 | 8 |

*Staff Meetings*

Staff meetings are important gatherings to share work-related information and also function to reinforce the social connection among workers. A variety of forms of staff meetings were apparent in the workplaces surveyed. At the brasserie and restaurant these were held each day to organise menus, and at the fast food outlet every few months whenever a new product was introduced. At the resthome and trade supplier there were monthly dinner meetings, and at the school, garden centre and retail store, staff meetings were held weekly. However, only the supported workers at the fast food and trade supplier joined in with these meetings. Four of the other supported workers, who were all part-time working between six and 12 hours per week, were not at work when staff meetings were held.

*Pay Distribution*

Receiving pay in the typical way is an indication that a worker is a fully included member of the work group. The usual routine for pay distribution across all the workplaces surveyed

was by direct credit to a bank account, although there was one case where the supported worker was paid "under the table" indicating his atypical employment status, being in transition from work experience to paid employment.

*Wellness/fitness Programmes*

The availability of Employee Assistance Programmes in the USA to assist employees with life problems affecting their work is seen as an indication of workplace strength. Employee assistance and wellness/fitness programmes may be a feature of workplaces in the USA but amongst this New Zealand sample only the school had a wellness programme and this consisted of the school nurse being available and the provision of free flu vaccinations.

*Car Pooling/transport*

Public transport discounts and car pooling are another indicator of the strength of a workplace culture. Only two of the workplaces surveyed provided this opportunity, but this may be more of an indication of the low level of public transport in the Napier/Hastings area and the small size of the workplaces surveyed than a lack of commitment to staff. Car pooling or the provision of public transport discounts were offered at the fast food outlet in the form of a $5.00 subsidy for a taxi if the employee worked later than 10.00 p.m., and at the school where transport was available on school buses. However in neither of these two cases did the supported worker take advantage of transport.

*Incentives and Awards*

Incentives or awards are a tangible indication that workers are recognised and valued over and above usual workplace expectations. Employee incentives and award programmes were present at five of the eight workplaces. The fast food outlet, trade supplier, and retail store all had Employee of the Month awards, and one supported worker had achieved this. Additionally, these workplaces, the garden centre and resthome also offered annual bonuses but only one supported worker had received one. In contrast where incentives and awards were available all co-workers had received these.

*Flexi-time*

This element refers to the presence of such work/family policies as on-site child care, leave time to attend to family or personal needs, or rearranging work schedules, and signifies another point of strength of workplace culture. The availability of flexi-time for caring for sick children and for visits to doctors and dentists was common practice at all workplaces surveyed. Supported workers referred mostly to the opportunity to go to the doctor or

dentist if needed in an emergency. Comments from co-workers indicated that sick leave built into the pay structure enabled them to take time off to care for family members, and the need to organise emergency leave in advance, and in some cases to provide cover for work duties.

**Job Design**

Table 5 presents aspects of workplace culture relating to job design including shared tasks, jobs that everyone does, help and support available, work schedules and shifts, equipment that is shared, and display of workers' names. In general the results show the sample of workplaces were very strong in this section. The elements were present and co-workers and supported workers participated in almost every workplace. The exception to this trend was only evident in the area of name display.

Table 5
*Job design*

| Element surveyed | Workplaces with element | Co-workers included | Supported Workers included |
|---|---|---|---|
| 13.  Joint/intersecting tasks | 8 | 8 | 8 |
| 14.  Shared tasks | 8 | 8 | 8 |
| 15.  Help available | 8 | 7 | 8 |
| 16.  Set work schedule | 8 | 8 | 8 |
| 17.  Shared equipment | 8 | 8 | 8 |
| 18.  Names displayed | 6 | 6 | 4 |

*Joint/intersecting Tasks*

The most direct way that working relationships form is when workers perform work tasks together. Inclusion in the workplace culture is likely to be enhanced when joint tasks are part of a worker's job description. All workplaces surveyed had some jobs that two or more workers performed together and in all cases both co-workers and supported workers participated in the job. Responses described the kinds of tasks that were shared e.g. bed making, stacking, shifting items.

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*Shared Tasks*

The presence of tasks common to several job descriptions signifies another opportunity for relationships among workers to develop and contributes to the sense of shared endeavour and team work. All workplaces surveyed had tasks that almost everyone did on their own or jointly during the course of their working day. Shared tasks were invariably cleaning, tidying and sorting, or work-specific such as watering at the garden centre or meal preparation at the brasserie and restaurant.

*Help Available*

A workplace culture is strengthened by the availability and encouragement of mutual support among workers. Help if there was a problem seemed readily and willingly available at all workplaces surveyed. In general supported workers asked for help, although at the retail store and restaurant supported workers rarely initiated requests for assistance. Five co-workers commented that their workplace was supportive and staff helpful. In most cases it sounded as if the co-workers were providing the necessary help and guidance and supported workers were asking for help.

*Set Work Schedule*

A similar work schedule shared by workers in the same work group is associated with a stronger culture. All workplaces surveyed had a set work schedule with start and stop times, breaks, mealtimes, and days on and off, but often this was individually tailored for each worker within the framework of the requirements of the workplace. For example, both the shift manager, and supported worker at the fast food outlet have a 30 minute meal break and a 15 minute tea break at set times during their shift, but at the brasserie breaks are always taken during quiet periods.

*Shared Equipment*

The common use of shared equipment at a workplace can reinforce the sense of group membership, team work, and provide a focus for social interaction. All eight workplaces had equipment that everyone shared, and items specific to the workplace were mentioned e.g. knives, hoses, rakes, and phones.

*Names Displayed*

The display of worker names is an important indicator of membership of the work group. There were few workplaces surveyed where workers had an office or other personalised space on which their name could be displayed. However, six workplaces posted employees'

names on a roster. Supported workers at the brasserie and school were not included on their workplace roster.

**Customs and Practice**

Table 6 presents the acceptable and usual workplace culture elements of joking, use of special terms and jargon, dress and appearance, personalising of workspace, and the customs and celebrations that occur in the workplaces. The results of the analysis reveal that in general workplaces encouraged and accepted humour and joking as part of the working day, made use of special terms particularly for equipment, set dress code expectations, engaged in regular customs such as sharing in a Lotto ticket, and celebrated special events such as birthdays and Christmas. However, few of the settings were engaged in the type of work involving individualised work spaces and therefore there were few or no opportunities for workers to personalise the space in which they worked.

Table 6
*Customs and practice*

| Element surveyed | | Workplaces with element | Co-workers included | Supported Workers included |
|---|---|---|---|---|
| 19. | Humour & joking | 7 | 6 | 6 |
| 20. | Special terms & jargon | 6 | 6 | 5 |
| 21. | Appearance/dress code | 8 | 8 | 7 |
| 22. | Personalised work space | 2 | 0 | 0 |
| 23. | Social customs | 5 | 5 | 3 |
| 24. | Celebrations | 7 | 7 | 6 |

*Humour and Joking*

The extent and use of humour and joking among workers can provide an indication of solidarity and acceptance within the workplace culture. Humour and joking was a feature of all but two of the work settings surveyed. Co-workers spoke of the need for a sense of humour. Supported workers were included and joined in, but rarely initiated humorous exchanges. The large retail setting and restaurant actively discouraged joking on the workfloor.

*Special Terms and Jargon*

The use of distinctive terms or language is a distinguishing feature of different workplace cultures and can denote membership and inclusion in the work group. Special language and terms were used in all workplaces surveyed with the exception of the school and one of the food industry settings. Special terms used were generally abbreviations, for example, short names for food items, technical terms, plant names and nursing terminology. Supported workers were normally familiar with the terms being used, although at the resthome the supported worker had not picked up the medical terminology.

*Appearance and Dress Code*

Conforming to the code of dress or appearance is an indicator of affiliation to a specific work group or setting. All of the workplaces surveyed had an expected standard of dress and in nearly all cases a uniform. Garden centre workers had a uniform and although it was not mandatory for the supported worker to wear it for his job, he was expected to be clean and tidy. In all workplaces both co-workers and supported workers expressed pride in their uniform.

*Personalised Work Space*

The addition of personal touches to an employee's work space can reflect their feelings of acceptance and job satisfaction, and also provide topics of social conversation and interaction. Few of the workplaces surveyed had separate work spaces or stations for individual workers, although some workers had lockers or their own coffee mug in the tea room. The school and the trade supplier had some workers who personalised their workspace, but the co-workers and supported workers surveyed had not done so.

*Social Customs*

Participating in group customs such as taking turns making coffee or playing cards at lunchtime, signifies a level of inclusion in the workplace culture, and identifying what these customs are is an essential element of assessing the work environment. The social customs and rituals in evidence at five of the workplaces surveyed consisted of buying a weekly Lotto ticket, having a weekly raffle, or picking rugby scores. At each of these workplaces co-workers took part, but supported workers were included in these customs only at the school, garden centre and resthome.

*Celebrations*

The celebration of significant events at work such as birthdays and Christmas indicate another element of workplace culture strength. The customs associated with these events offer opportunities for inclusion and development of group solidarity. Celebrations, particularly Christmas and birthdays, were a feature of most workplaces surveyed, and in each case the supported worker joined in with all or some of these. The exception to this was the supported worker at the brasserie who he is usually not around at the time when the celebrations take place.

## Social Opportunities

Table 7 presents the social opportunities available and participated in over the eight workplaces. Workplace culture elements of socialising, non-work related talk, small talk, tea and lunch breaks, and locations and times when these informal interactions occur, are covered by this part of the survey. In general although most workplaces seemed to offer a wealth of social opportunities, the brasserie and the restaurant workers did not have fixed break and mealtimes but were reliant on a quiet period when there were few customers to have a break and catch up socially. Another feature of this section is that few supported workers joined in after-work activities.

Table 7
*Social opportunities*

| Element surveyed | | Workplaces with element | Co-workers included | Supported Workers included |
|---|---|---|---|---|
| 25. | Social times during work | 8 | 8 | 8 |
| 26. | Social gathering places | 7 | 6 | 6 |
| 27. | Meal times | 7 | 7 | 5 |
| 28. | Break times | 6 | 6 | 6 |
| 29. | Work time social talk | 7 | 7 | 7 |
| 30. | Organised social activities | 6 | 4 | 5 |
| 31. | Socialising outside work | 8 | 4 | 1 |

*Social Times During Work*

Most workplaces have various times when workers engage in social exchanges during work time. Identifying when these are more likely to occur has implications for assisting the inclusion of workers. All eight workplaces had particular times during work when it was easier or more likely for workers to talk socially. At the retail store and garden centre this was more likely to be during break times rather than on the job, particularly when there were customers. However at the brasserie, trade supplier, and rest home, social talk during work time was encouraged between co-workers and customers or residents because the working environment was seen as a sociable place.

*Social Gathering Places*

Social gathering places, such as a staff room or around the lockers, become an important context for interaction and relationship building at work. Knowledge of the gathering places has implications for increasing opportunities for inclusion. In general the gathering places at the workplaces surveyed where workers were more likely to talk socially was the tea or smoko room. The brasserie had no particular gathering place but workers kept up a constant flow of talk wherever they were.

*Meal Times*

Joining in regular lunch or other meal breaks is an important indicator of group membership and offers opportunities for social interaction that strengthens workplace culture. Most of the workplaces had a regular lunch break and co-workers and supported workers either brought a cut lunch or bought lunch on the way or nearby. At the fast food outlet workers normally bought a half price meal, and at the resthome meals were supplied. However, at the brasserie and restaurant the supported worker had finished work prior to the lunch break.

*Break Times*

The culture of a workplace is strengthened by the existence of identifiable shared short breaks, as these offer further opportunities for social interaction. Short break times shared by co-workers at the workplaces surveyed were commonly morning and afternoon tea, although the brasserie and restaurant had flexible break times that were taken when workers were not too busy. Supported workers participated in other breaks if the break fell within their work shift.

*Work Time Social Talk*

A workplace culture is formed and passed on through social interactions. Greetings, small talk, joking and other non-work related interactions that occur as a typical part of the working day are an indication of the strength of the culture. The survey indicated that work time social talk such as greetings, small talk, and joking occurred in the majority of the workplaces surveyed, and was an important part of the fabric of some of the customer or client focused settings. This was apparent particularly at the resthome and at the brasserie. However, at the restaurant social talk was not encouraged, at the retail store was confined to greetings at the start of the day, and at the garden centre occurred at quiet times. In all of the cases where work time social talk was acceptable, supported employees joined in, particularly evidenced by greetings at the start of the day. However, social interactions were usually responded to and were rarely initiated by supported workers.

*Organised Social Activities*

Social activities organised by the workplace provide opportunities for workers to interact socially in a different context from that of the typical work day, and provide another indication of workplace strength. All workplaces surveyed except the brasserie and the restaurant organised and sponsored at least one social activity, usually an annual Christmas dinner. The fast food outlet and resthome also had a mystery bus tour, and the resthome had an indoor netball team. Co-workers at the retail store and garden centre did not join in with the organised social activity, and the supported worker at the resthome, although invited to the Christmas function, did not attend.

*Socialising Outside Work*

Regular social activities after work hours signify a strong relationship among the members of a work group and are a further indicator of workplace cultural strength. Getting together socially outside of work hours occurred for at least some workers at the eight workplaces surveyed. Types of social activities included having drinks after work, going to the pub, dinner, and coffee and chat before work. Co-workers at some settings joined in with outside social activities, although not at the restaurant, retail store, garden centre or resthome. However, only one supported employee, at the school, joined in with a group who sometimes went for drinks after work.

## Workplace Case Studies

This section provides a description of each workplace, the role of the co-worker and supported worker, an analysis of the prevailing workplace culture and inclusion levels, and factors influencing the inclusion of workers.

### Best Burgers

The Best Burgers fast food outlet situated in a suburban area is part of a national chain. Best Burgers employs 40 staff, some of them part-time, and all on shift work with individual work schedules set up for each worker. George, the supported worker, entered the job through an employment support agency and continues to be supported through a wage subsidy and a low level of direct employment support. Co-workers, such as Doug his shift manager, provide on the job support as needed. In addition to a three monthly wage subsidy application meeting, an annual review is carried out between the employment support agency, the employer, and George. George was employed part-time initially, undertook the same training as other entry level workers, and now works full-time. His job, as for all other entry level workers, consists of being part of the burger production team in the kitchen, the customer team in the dining area, and the clean up team.

Table 8 shows the strength of Best Burgers workplace culture is high indicating the extent of natural supports available for all workers and the consequent opportunities for inclusion.

Table 8
*Best Burgers*

| Grouped Elements | | Elements Present | Co-worker Included | Supported Worker Included |
|---|---|---|---|---|
| Orientation & Review | N=6 | 6 | 6 | 6 |
| Workplace Policies | N=6 | 5 | 5 | 4 |
| Job Design | N=6 | 6 | 6 | 6 |
| Customs & Practice | N=6 | 4 | 4 | 4 |
| Social Opportunities | N=7 | 7 | 7 | 6 |
| TOTAL | N=31 | 28 | 28 (100%) | 26 (93%) |

*Orientation and Review*

A highly managed system of orientation, training, and performance review for all Best Burger's entry level workers enables new staff to learn all of the basic tasks essential for the smooth running of the operation and provides the opportunity for promotion. Entry level workers do not have a job description, but shift managers do. All staff are issued with a uniform and badge. George is fully integrated with all of these elements of workplace culture.

*Workplace Policies*

George is fully involved in staff meetings, has his pay direct credited, has been Employee of the Month, and can alter his shift time if necessary for doctor or dentist visits. George has not had to access the $5.00 taxi allowance available for all employees as he does not work past 10 p.m.

*Job Design*

Best Burgers is characterised by a well-defined sense of cooperative effort. All staff "are part of the team" in the production line in the front or kitchen area, share all equipment, and are able to perform all work tasks. Both George and Doug commented that staff are "supportive" and "helpful". Rosters are designed around each worker's preferences and needs and are clearly listed.

*Customs and Practice*

Workers are expected to maintain a high level of presentation and performance. While there are no specific social customs, all workers have their birthday acknowledged with a meal voucher. Typically there are frequent light-hearted jocular exchanges amongst staff, with short names for food products called over to the kitchen.

*Social Opportunities*

There are many social opportunities with customers in the public area of Best Burgers. Socialising with other workers consists of talking socially in quieter periods, gathering in the staff room after their shift, and during the two organised social activities each year. Although most workers get together in groups out of work time George has not yet joined in with any of these groups, but commented that he has "made lots of friends".

*Summary of Best Burgers*

Best Burgers provides a structured environment with many supports naturally in place for all employees, clear expectations of task performance and standards, and a national focus of the organisation on inclusion of employees with disabilities. Inclusive factors identified by Best Burgers participants included the team-work, management style, friendly staff, and the wage subsidies in place. Doug, the co-worker, is included in all elements and George, the supported worker, in all but accessing the transport subsidy and joining in outside of work social activities.

## Hollydale School

Hollydale School employs 43 people who are divided into three distinct work groups: teaching staff, teacher aides, and administrative support staff. Jean, one of the four supported workers at the school, gained her part-time job through an employment support agency which provides only a low level of direct support as Jean is now largely supported in her employment by the school staff, particularly those in her administrative work group. Jean usually cycles to work or sometimes is given a lift by other staff. She works for two days per week spending most of her time in the kitchen or library completing cleaning or sorting tasks independently or providing assistance under direction to other support staff. Jean also tidies classrooms and joins in on some outings where she is given limited responsibility for essential items such as the first aid kit. Mona, the co-worker, applied for her job through a newspaper advertisement and is involved in reception and secretarial duties. She works in an office and is available to provide guidance and assistance to Jean should she need it.

Table 9 indicates that there are many opportunities for inclusion at Hollydale School with the high total score of 28 for strength of workplace culture. Mona, the co-worker, has a high level of inclusion, and Jean, the supported worker, is included in all social opportunities and nearly all of the elements evident in other areas.

**Table 9**
*Hollydale School*

| Grouped Elements | | Elements Present | Co-worker Included | Supported Worker Included |
|---|---|---|---|---|
| Orientation & Review | N=6 | 5 | 5 | 4 |
| Workplace Policies | N=6 | 5 | 4 | 3 |
| Job Design | N=6 | 6 | 6 | 5 |
| Customs & Practice | N=6 | 5 | 5 | 4 |
| Social Opportunities | N=7 | 7 | 7 | 7 |
| TOTAL | N=31 | 28 | 27 (96%) | 23 (82%) |

*Orientation and Review*

Jean has been employed for four years. She had a formal orientation and has a job description consisting of a list of tasks to complete. On-going performance review, training, and promotion are undertaken on a formal basis for all employees at Hollydale School. However, Jean has not yet had a promotion.

*Workplace Policies*

Hollydale School policies for the administrative work group include weekly staff meetings, availability of flu shots, transport on school buses, and flexibility of work times to cover doctor's visits and the like. Jean is part-time and misses out on staff meetings, and like Mona, does not require transport assistance.

*Job Design*

Jean shares equipment and tasks with others and assists with washing, tidying, cleaning and sorting. Her work involves moving around various work areas at the school and unlike Mona she does not have a pigeon-hole, the only place where other employee's names are displayed. Jean asks for assistance when necessary and finds the staff "helpful".

*Custom and Practice*

Although Jean does not have an individual work space to personalise she and Mona join in with humorous comments and jokes, the weekly Lotto tickets, and the numerous celebrations and special events that occur.

*Social Opportunities*

Mona and Jean join in with the many opportunities for socialising, often in the staff room, but also at the organised staff functions, although "not a lot" at the informal gathering at the pub on a Friday after work. The principal commented that Jean "did not have a lot of conversation at first, but now talks more to other people".

*Summary of Hollydale School*

The school is characterised by a wide variety of formal and informal supports naturally occurring for all employees. Jean is generally well included but misses out on some participation possibilities as she works part-time. Factors assisting inclusion mentioned by the principal and co-worker, were being "part of a team", working at the same times as other employees, having breaks together, and "positive staff attitudes". Additionally, the principal commented that inclusion is "enhanced when Jean responds to and initiates conversations, and demonstrates an awareness of others and their lives and interests". Jean, the supported worker, mentioned that being "treated as an equal" and being greeted made her feel included. Barriers to inclusion mentioned by both Mona and Jean were negative remarks and attitudes of staff, and the principal noted that "supported employee behaviours, appearance, or conversation seen as significantly different from other employees seems to affect inclusion".

**Total Trade Supplies**

Total Trade Supplies, a wholesale and retail trade supplier, is a branch of a national chain and employs seven staff at the local branch. The workplace is divided into two main areas, the showroom and the wholesale warehouse. Tradesmen are in and out of the building frequently and join in the socialising along with the staff. Lena, the supported employee, began working 12 years ago and works in an office off the warehouse area putting packing slips in numerical order, stacking and cleaning. She entered the job through the employment support agency that continues to support her and began working for just a few hours a week. Lena now works 24 hours per week spread over four days and completes her work tasks independently. The co-worker, Rae, has just started and works predominantly in the reception and administration area, but like all the team can turn her hand to any of the jobs in the office, warehouse or showroom. Lena has a medium level of direct support, for

example she is driven to work by the employment support person for punctuality purposes and walks home unless it is wet. The employment support person and Lena's supervisor have established a good rapport and check informally how things are going about once a month.

Table 10 shows that overall Total Trade Supplies has a strong workplace culture with a high level of inclusion particularly evident in the elements relating to job design and social opportunities. Rae, the co-worker, is not fully included in usual customs and practices, or review processes, probably because she has only been in the job for one month. Although Lena has been employed for 12 years she joins in with only a few of the usual customs and review procedures at work, indicating that she is still not fully integrated into the workplace culture.

Table 10
*Total Trade Supplies*

| Grouped Elements | | Elements Present | Co-worker Included | Supported Worker Included |
|---|---|---|---|---|
| Orientation & Review | N=6 | 6 | 3 | 3 |
| Workplace Policies | N=6 | 4 | 4 | 4 |
| Job Design | N=6 | 5 | 5 | 5 |
| Customs & Practice | N=6 | 6 | 4 | 2 |
| Social Opportunities | N=7 | 7 | 7 | 6 |
| TOTAL | N=31 | 28 | 23 (82%) | 20 (71%) |

*Orientation and Review*

The orientation, performance review and training elements are well established at Total Trade Supplies with promotion opportunities being limited by the low staff numbers at this branch. Rae has been formally oriented to the workplace and is involved in on the job training. Lena was informally oriented to the job through the employment support person and work supervisor. Lena does not have a job description but "worked alongside someone for a few years" and now "knows the job". Staff are assisted to purchase the uniform; Rae has one and Lena "did have a top, but does not work with customers" so does not need one at this point.

*Workplace Policies*

A recent change in management has resulted in staff dinner meetings being held monthly and both Rae and Lena are included in these. Although neither Rae nor Lena have been Employee of the Month they do receive the regular annual bonus.

*Job Design*

Flexible and intersecting job design involving shared and common tasks is a feature of Total Trade Supplies. The small number of employees work predominantly as "part of a team" and are helpful and supportive of each other. Workers have their own set work schedule, and share the use of the office equipment.

*Customs and Practice*

The usual workplace customs and practices of using special terms for products, wearing a uniform, personalisation of work space with photos, a weekly raffle, and birthday shouts are well established. The employer also reported humorous exchanges among workers. Rae does not yet join in with the jokes and has not put photos on her desk. Lena still does not join in with the general joking interactions, has not got a uniform, has not personalised her office which she describes as "grotty", and does not participate in the weekly raffle as she is not at work when this occurs.

*Social Opportunities*

Rae commented that Total Trade Supplies is "a very sociable place to be" with many opportunities for socialising with other employees and customers, and informal and work-related social chats at breaks and on the job. Lena is very much a part of the socialising during work hours, although she is not included in the regular Friday after work drinks with staff and customers as she has left work by that time.


*Summary of Total Trade Supplies*

A recent change in management personnel and style at Total Trade Supplies has effected a significant change in staff attitudes and level of support available. As yet, Rae, the co-worker, is not fully included in all aspects of the existing culture. Notably, Lena after a number of years is still not included with usual customs and performance review procedures. Factors assisting inclusion in this workplace identified by the supervisor, co-worker, and employment support person included having a clear understanding of one's role in the team, social activities, management style, friendly people to work with, and

positive attitudes of co-workers. One barrier identified at Total trade Supplies was that part-time work reduces opportunities for inclusion.

## Riverdell Resthome

Riverdell Resthome is situated in a suburban area and employs 30 people. Caregivers work in shifts to provide 24 hour care for residents, and a small kitchen staff provide all meals and morning and afternoon tea for residents and staff. Colin, the supported worker, gained his six hours per week, part-time job at the rest home through the employment support agency that continues to support him, and he has been employed for one year. Initially, the employment support agency supported Colin to learn the work tasks and, although Colin now competently completes work tasks, the employment support person still provides a high level of direct supervision that is necessary due to Colin's condition. His transport to and from work is also provided. Colin works independently and as part of the team on such tasks as bed-making, cleaning, talking to residents and pushing wheelchairs. Brenda, the co-worker without a disability, has been employed for five years as a nurse and primarily provides physical care for residents but like the rest of the team also participates in other tasks such as bed-making and cleaning.

Table 11 clearly shows that Riverdell Resthome has a strong workplace culture. Brenda as a full-time worker experiences a high level of inclusion although when she started work formal orientation was not provided, and she did not need training on the job as she had had previous experience. Colin is part-time and is well included in job design elements but to a lesser extent in staff meetings, usual customs, and social opportunities provided in the resthome.

**Table 11**
*Riverdell Resthome*

| Grouped Elements | | Elements Present | Co-worker Included | Supported Worker Included |
|---|---|---|---|---|
| Orientation & Review | N=6 | 5 | 3 | 4 |
| Workplace Policies | N=6 | 4 | 4 | 2 |
| Job Design | N=6 | 6 | 6 | 6 |
| Customs & Practice | N=6 | 6 | 5 | 4 |
| Social Opportunities | N=7 | 7 | 6 | 4 |
| TOTAL | N=31 | 28 | 24 (86%) | 20 (71%) |

*Orientation and Review*

The manager has been at Riverdell Resthome for 22 years and has developed and implemented formal orientation, performance review and training procedures. All of the employees are supplied with a uniform and name tag and considered to be part of the team operating at the same level. Colin was taken through a formal orientation and although he does not have a job description he has a notebook with a task list and a checklist for review of jobs done.

*Workplace Policies*

In contrast to Brenda, the co-worker, Colin does not participate in the regular staff meetings, nor does he gain an annual bonus. His mother looks after his finances. She sometimes asks him to have the day off to fit in with other plans despite expectations from the employer and suggestions from the employment specialist that Colin should work at the agreed times. This seems to suggest the family do not see Colin's work obligations as being very important.

*Job Design*

The sense of shared endeavour is apparent in the flexible and intersecting job design, sharing of equipment, and the general responsiveness and support of staff members towards each other. Work schedules are flexible and designed to accommodate employees' needs and residents' routines. Colin fills in his own time sheet and is fully included as a member of the resthome team during his six hours per week of work.

*Customs and Practice*

Colin has a uniform and joins in practical jokes and teasing with staff and residents, birthday celebrations and picking rugby team wins. He has not picked up the medical terminology used frequently by Brenda, the co-worker, as he is not involved with residents' care.

*Social Opportunities*

Riverdell Resthome is a very social workplace with many opportunities for social interactions. Social talk between staff and residents is encouraged and Colin spoke of "the fun of having a laugh and talk to residents", and his employment support person noted that he is "assisted to join in conversation". Colin has finished work by lunchtime and does not join in the informal gatherings before and after work. He was invited to the Christmas function but was "too busy to go".

*Summary of Riverdell Resthome*

Although Riverdell Resthome is characterised by a strong workplace culture Colin has amongst the lowest inclusion level of the research participants. Colin misses out on a number of opportunities for accessing the natural supports available for all workers such as staff meetings and formal and informal social activities. Factors assisting inclusion mentioned by the manager and Brenda include the relaxed management style, the focus of the work being on the acceptance of others, valuing staff, positive staff attitudes, and acceptance of supported employee by residents and staff. Colin, the supported employee, and the employment support person mentioned the positive atmosphere, supportive staff, and enjoyment of work. The employment support person implied that family members did not seem to be supportive of paid employment for Colin and this constituted a barrier to inclusion.

**Greenfingers Garden Centre**

Greenfingers Garden Centre is a small owner operated business employing eight workers. The two main areas, the shop and the nursery, are not distinctly separate and most of the workers attend to customers' needs over both areas. Ben, the supported worker, began working at the garden centre while he was still at school and now works full-time, although he does not work with customers. Ben's main jobs are to water the gardens, to pot plants,

and help move some of the heavy items for displays. Ben makes his own way to work and is supported at work through a job subsidy. The employment support person provides a low level of direct support calling in every two months or so to check informally how Ben is getting on, and arranges a six monthly meeting to review and reapply for the productivity subsidy.

Table 12 shows that although Greenfingers Garden Centre has slightly fewer workplace culture elements present, both Lyn, the co-worker, and Ben, the supported worker, are well included in the existing culture.

Table 12
*Greenfingers Garden Centre*

| Grouped Elements | | Elements Present | Co-worker Included | Supported Worker Included |
|---|---|---|---|---|
| Orientation & Review | N=6 | 5 | 4 | 4 |
| Workplace Policies | N=6 | 4 | 4 | 2 |
| Job Design | N=6 | 5 | 5 | 5 |
| Customs & Practice | N=6 | 5 | 5 | 5 |
| Social Opportunities | N=7 | 7 | 5 | 6 |
| TOTAL | N=31 | 26 | 23 (88%) | 22 (85%) |

*Orientation and Review*

Normally, new staff have a formal orientation and a job description, and are issued with a uniform, but Lyn, the co-worker, had an informal induction, and Ben received direct support from the school when he began work. Ben does not have a job description but commented that "people taught me over the years", and that he could gain promotion "if I had all the plant knowledge". Performance is commented on rather than formally reviewed.

*Workplace Policies*

Lyn attends the staff meetings that are held at the start of each day. Ben does not attend these as they relate to customer services and Ben commented "I don't work with customers". Lyn has received a bonus, but Ben has not yet received one.

*Job Design*

There is a clear sense of common effort at the centre with staff sharing tasks and equipment, and they are all actively encouraged to be supportive of others. All of the workers and the manager operate as part of the team or workgroup. Lyn, the co-worker, and Ben work as part of the team when garden displays are being organised and engage in a variety of other tasks separately. Ben seeks assistance from other workers if he is approached by a customer and "if it's a question about a plant."

*Customs and Practice*

Lyn and Ben are well included in the customs and practice elements participating in humorous exchanges, making coffees for others, and birthday celebrations, and Ben is studying plant names on the job and at home. Lyn wears a uniform but it is not mandatory for Ben to wear one, although he is expected to be clean and tidy.

*Social Opportunities*

Social opportunities amongst the small number of workers occur more at the start of the day, during lunch and other breaks, and when the relatively small number of employees are working in close proximity, but "not so much when it's a busy customer time and often people are working singly". Break-times "depend on how busy things are," and occur less during busy periods when there are customers. Neither Lyn nor Ben join in after work social activities.


*Summary of Greenfingers Garden Centre*

Greenfingers Garden Centre has a relatively strong workplace culture that is characterised by the informality of the supports available and the importance of the customer focus of the business. Both Lyn, the co-worker, and Ben, the supported worker, are well included in the elements present, although Ben has missed opportunities for inclusion at staff meetings and outside work social activities. Factors assisting inclusion acknowledged by the employer and employment support person were having a clear outline of work tasks, pairing supported employee with a co-worker, and having a job subsidy rather than the physical presence of an employment support person.

**Allsortz Market**

Allsortz Market is a large national retail store employing 100 people at this branch. Of these, 60 are employed full-time, with the 40 part-time employees mostly school leavers. Dan entered the job through an employment support agency and has been employed for 10 years vacuuming, tidying and cleaning both on the shop floor, as well as in the staff areas. Dan works part-time Monday to Friday for 17 hours per week and has been there for longer than many other staff members. He works on his own, but under direction, and is not part of a specific work group. Although he is taken under the wing of one of the department heads, Jane, most of the permanent staff guide and encourage him from time to time. Dan walks to work and the employment support person provides a low level of direct support, liaising with Dan's direct supervisor approximately once a fortnight. Dan's supervisor contacts the employment support agency if there are any concerns.

Table 13 indicates that cultural strength at Allsortz Market is reasonably strong particularly in the areas of orientation and review, job design, and social opportunities, but to a lesser extent in the area of usual customs and practice with only half of the elements present. Both Jane, the co-worker, and Dan, the supported worker, experience a similar level of inclusion overall, but Jane participates in fewer social opportunities and job design aspects, whereas Dan has not been so well included in orientation and review and workplace policies.

Table 13
*Allsortz Market*

| Grouped Elements | | Elements Present | Co-worker Included | Supported Worker Included |
|---|---|---|---|---|
| Orientation & Review | N=6 | 6 | 5 | 3 |
| Workplace Policies | N=6 | 4 | 3 | 2 |
| Job Design | N=6 | 6 | 5 | 6 |
| Customs & Practice | N=6 | 3 | 3 | 3 |
| Social Opportunities | N=7 | 7 | 5 | 6 |
| TOTAL | N=31 | 26 | 21 (81%) | 20 (77%) |

*Orientation and Review*

Allsortz Market has an established system of orientation, job review, training, and promotion and all staff are issued with a uniform and locker. Dan has a job description but in contrast to Jane, his job performance is reviewed by the employment support person meeting with his supervisor and the store manager, and there is no expectation of promotion to a higher position.

*Workplace Policies*

Staff meetings within work groups are held regularly, and although Jane attends these Dan does not as his supervisor considers it is "above his level of understanding." A bonus system and incentive system are in place for employees, but Dan has not yet received a bonus or been Employee of the Month.

*Job Design*

There is a definite sense of shared operation at Allsortz Market, with all staff able to perform most tasks and stock shifting commonly performed by two or more workers together. Dan rarely initiates a request for help and Jane and his supervisor notice and provide support in the event of a problem. Dan follows the standard breaks, has his name on the roster, and shares cleaning equipment.

*Customs and Practice*

Allsortz Market staff are expected to have a high standard of presentation and performance. However, joking and social talk are discouraged on the workfloor as the supervisor and co-worker commented that it "does not fit correct worker behaviour." Staff have their own lockers but these are not normally personalised in any way, nor are particular social customs established, although birthday, thank you and leaving shouts are common.

*Social Opportunities*

There are a variety of opportunities for socialising at work within the confines of the staffroom or at the start of the work day that both Jane and Dan participate in. However, the supervisor stated that chatting is "for break times and not allowed on the workfloor". Few workers choose to mix socially out of work hours. Jane did not attend the annual staff function and Dan did not stay long as his support person "did not know the others".

*Summary of Allsortz Market*

Allsortz Market has a relatively strong workplace culture and the inclusion of Jane, the co-worker, and Dan the supported worker differs by only one point. Although Dan has been employed for longer than many of the other workers at Allsortz Market, comments by supervisor and co-worker indicate that expectations of his social and task performance are low. Allowances are made for him and the focus is more on his condition than his performance. Inclusive factors identified as significant by the supervisor, Jane, the co-worker and the employment support person include having a personal knowledge of people with disabilities, active inclusion in staff functions, wearing a uniform, and good communication between support agency and work.

## The Bay Brasserie

The Bay Brasserie, situated in a suburban area, is a small but lively bar/restaurant business characterised by high levels of social activity, busy periods around mealtimes, and everyone working as a team. There is a core staff of 10 and a number of part-time casual staff. The business has a number of areas for customers to gather: the bar, the dining area, the outside terrace, and the gaming and television area. Most of the work goes on either behind the bar, in the dining area, or in the kitchen. Neil, the supported worker, works part-time for nine hours per week in the kitchen from 9.00 a.m. to midday on three days per week. Glen, the co-worker, is employed full-time as chef in the kitchen. Neil gained his job through the employment support arm of the agency that continues to support him. The employment support person takes him to and from work, and catches up with the co-worker and manager on an informal basis when dropping off or picking up Neil. Neil used to have a high level of direct assistance from the employment support person but this has been reduced to a medium level as he now has a clearer understanding of his tasks and follows his usual routine each time he goes to work. Neil's main job is preparing sausages, crumbed fish and garlic bread in the kitchen but he also shares in setting tables and putting out clean ashtrays and coasters in the bar.

Table 14 displays the relatively low strength of workplace culture of the Bay Brasserie, but a high level of co-worker inclusion in the social fabric of the business. The inclusion of Neil, the supported worker, is at a substantially lower level than his counterpart, Glen. This

is particularly evident in the areas of Neil's participation in staff meetings, and in usual customs and social opportunities and may in part be attributable to the fact that Neil works part-time for nine hours a week at times that do not encompass lunch breaks and end of shift social times.

Table 14
*Bay Brasserie*

| Grouped Elements | | Elements Present | Co-worker Included | Supported Worker Included |
|---|---|---|---|---|
| Orientation & Review | N=6 | 4 | 2 | 4 |
| Workplace Policies | N=6 | 3 | 3 | 1 |
| Job Design | N=6 | 6 | 6 | 5 |
| Customs & Practice | N=6 | 5 | 5 | 3 |
| Social Opportunities | N=7 | 3 | 3 | 2 |
| TOTAL | N=31 | 21 | 19 (90%) | 15 (71%) |

*Orientation and Review*

There is a high staff turnover and Neil has been employed on a part-time casual basis in the kitchen for longer than either Glen, or the manager. Formal orientation and performance review are not a feature of this workplace and employees do not have a written job description. Glen commented that this is "not necessary as chefs know what to do in the kitchen". Existing staff normally support and help newcomers to learn the job, but in Neil's case the employment specialist provided direct assistance initially, but this has now been faded out. Neil has received pay increases reflecting improved task performance and productivity, and he proudly wears his uniform; these uniforms are issued to all staff.

*Workplace Policies*

Glen attends the staff meetings that are held nearly every day focused on organising the menus, but Neil is not involved in these meetings. Neil is not on the official payroll although he does get paid if he is off sick.

*Job Design*

The bar is very busy especially around lunch time and in the late afternoon with customers and staff socialising and interacting. The dining area is a busy lunch venue particularly on week days and this is when the kitchen staff are at their busiest. A feature at this workplace

is the intersecting job design where all employees are involved in setting up, cleaning, and tidying. Workers' names are displayed on the roster but as Neil is not officially employed his name does not appear. Staff are encouraged to be helpful and when Neil has finished a task he initiates assistance by asking Glen what to do next.

*Workplace Customs and Practice*

Humour and joking abound in this socially oriented workplace and "humour keeps everyone going." Workers are generally moving around the bar and restaurant and do not have a specific work station or space as Glen commented it is "not that sort of a workplace." Most staff regularly share in a Lotto ticket and celebrate with an annual Christmas function, but as a part-time worker Neil does not join in with these customs.

*Social Opportunities*

The Bay Brasserie is typified by constant social talk and joking between staff "all over the bar, kitchen, and restaurant", and between staff and customers. Because of the social nature of the workplace staff sometimes "just carry on socialising" after their shift. Breaks are "fluid and flexible" and taken during quiet periods if at all as "mealtimes are busiest with no time for a break then." Neil "loves his coffee break" and joins in with all of the socialising. He initiates and responds to greetings, and particularly enjoys talking to Glen about rugby league, food, recipes and cooking terminology and brings a notebook to record these. However, as he is at the workplace part-time his social opportunities are reduced and he never joins out of work social activities.

*Summary of Bay Brasserie*

Bay Brasserie is characterised by an informal and social atmosphere with very busy times alternating with quiet times. The workplace culture score is amongst the lowest of the sample probably due to the informal nature and customer focus of the brasserie. Neil seems to be well included in workplace culture elements when he is there, but his part-time hours prevent him from joining in fully. Responses from the employer, Glen, the co-worker, and the employment support person indicate that the salient factors assisting inclusion at the Bay Brasserie are the relaxed management style, the friendliness and active inclusion of staff, staff with an understanding of people with disabilities, and Neil's social competence. Neil's dependence on others to allocate him tasks to perform was the one factor recorded as counterproductive to inclusion.

**The Celebration Restaurant**

The Celebration Restaurant is part of a national chain and is situated in the urban area. The staff of 30 consists of a small number of permanent full-time staff, supplemented by a casual part-time pool many of whom are school students. The restaurant is characterised by quiet periods followed by periods of intense activity at lunch and dinner times. The restaurant consists of two main areas: the dining room and the kitchen. The role of the kitchen work group is very different from that of workers in the public dining area. Fred is part of the kitchen work group and is employed from 9.00 a.m. to midday for two days per week. Fred entered this employment five years ago while still at school and since that time his specific job is to prepare the vegetables. The major change for Fred is that he now gets paid for the work he does. Fred's wages are maintained at award rate through a productivity subsidy accessed through a six monthly formal application meeting with the employment support agency. The employment support agency provides a low level of direct support, organising Fred's transport to and from work by a private transport group, and contacting the restaurant by phone every few weeks to ensure work is going smoothly.

Table 15 shows that Celebration Restaurant has a comparatively low workplace culture strength indicating reduced opportunities for inclusion. Significantly, both Bill, the co-worker, and Fred, the supported worker, are included in 70% and 65% respectively of the elements present. This is particularly apparent in the areas of orientation and performance review, and social opportunities, and in Fred's case attributable to the fact that the few hours per week he works do not encompass any break times.

Table 15
*Celebration Restaurant*

| Grouped Elements | | Elements Present | Co-worker Included | Supported Worker Included |
|---|---|---|---|---|
| Orientation & Review | N=6 | 6 | 1 | 3 |
| Workplace Policies | N=6 | 3 | 3 | 2 |
| Job Design | N=6 | 6 | 6 | 6 |
| Customs & Practice | N=6 | 2 | 2 | 2 |
| Social Opportunities | N=7 | 3 | 2 | 0 |
| TOTAL | N=31 | 20 | 14 (70%) | 13 (65%) |

*Orientation and Review*

Most of the staff, including part-time school pupils, have been employed for more than a year. Although formal orientation, performance review and promotion are in place neither Bill nor Fred have been included in these aspects. However, Bill who is the chef and responsible for the kitchen, works closely with Fred.

*Workplace Policies*

Separate staff meetings are held for kitchen and wait staff but Fred does not participate as meetings occur when he is not at work. There are no wellness/fitness programmes, car-pooling, or employee incentives, although leave can be organised in advance to see a doctor or dentist.

*Job Design*

A clear sense of joint enterprise is evident in the way in which tasks are performed. Fred works regular part-time hours to fit in with the restaurant's busy periods. He has his name on the roster and is part of the production team in the kitchen sharing the equipment to cut vegetables at times with other workers. Co-workers are supportive and Bill takes a personal interest in Fred and "notices and provides guidance and encouragement" in his work tasks.

*Customs and Practice*

Special terms, customs and celebrations are not a feature of the Celebration Restaurant culture and due to the nature of the work, workers do not occupy a particular space that might be personalised. Bill keeps the kitchen going with humour and Fred joins in. As a member of the kitchen staff Fred wears his uniform and chef's hat.

*Social Opportunities*

Few social opportunities exist and the employer stated that staff "are focused on the job in hand", chat is "not encouraged" and workers "don't stop to chat". There is a tea room available and staff are entitled to a free meal at the end of the day shift. However, unlike Bill, Fred does not participate in this as he is part-time and completes his work before the end of the shift.

*Summary of Celebration Restaurant*

The Celebration Restaurant may be lower in terms of strength of workplace culture, but the level of co-worker support, although not specifically measured, seems from verbal comment to be high. Bill, the co-worker provides close support and interest in Fred's

progress, assisting him with his work performance and concentration and advocating to increase his level of responsibility and inclusion. Overall factors that seemed to assist inclusion noted by the manager and Bill, the co-worker, included having a personal understanding and experience of disability, the desire to give people with disabilities an equal chance, the rapport and positive attitude of staff, and the efforts that Fred made to join in conversations. Fred, the supported worker, in conjunction with a family member, mentioned that he finds the work busy and interesting, the people good to work with, and the staff attitudes positive. A perceived barrier to inclusion cited by Bill was that there is a lack of disability awareness amongst other staff, and that staff expectations of performance are lower for Fred.

**Supported Workers**

Table 16 presents an overview of the job type, the length of time of employment, the presence of a job description, the full-time or part-time nature of the job in relation to the inclusion level of supported workers, and the level of support provided by employment support agency. An occasional phone call and participation in job subsidy meetings were indications of a low level of direct support, whereas supervision of most or all of the work shift indicated a high level of support. Some of the factors were not captured by the Workplace Culture Survey (Hagner, 2000) and may have affected the level of inclusion of supported workers.

Table 16
*Summary of supported workers in order of workplaces previously described*

| Supported Worker | Main jobs | Years worked | Support level | F/T or P/T hrs/wk | Job Desc. | Inclusion level |
|---|---|---|---|---|---|---|
| George | Fast food prep | 2 | Low | F/T | N | 93% |
| Jean | Cleaning/sorting | 4 | Low | 12hrs | Y | 82% |
| Lena | Cleaning/filing | 12 | Medium | 24hrs | N | 71% |
| Colin | Bedmaking/cleaning | 1 | High | 6 hrs | N | 71% |
| Ben | Watering/potting | 6 | Low | F/T | N | 85% |
| Dan | Vacuuming/tidying | 10 | Low | 17hrs | Y | 77% |
| Neil | Food prep/table setting | 4 | Medium | 6 hrs | N | 71% |
| Fred | Food prep | 5 | Low | 9 hrs | N | 65% |

It is apparent that in this sample the kind of work, longevity of employment, and having a job description do not seem to affect the level of inclusion. Level of support does seem to affect the level of inclusion. The supported workers with a medium or high level of support from the employment support person seem to be included less. With the exception of Fred, who has both a low level of support and inclusion, the supported workers with a low level of support are included more. A significant relationship seems to exist between full-time versus part-time work and inclusion levels. Full-time workers experienced the highest levels of inclusion, and those working the fewest hours experienced the lowest levels of inclusion.

## Summary

The overall results of the structured interviews incorporating the questions from the Workplace Culture Survey (Hagner, 2000) provide an overview of each of the workplaces identifying their cultural strength through the number of natural support elements present and the extent to which workers with and without intellectual disability participate and are included in the workplace culture.

Table 17 indicates that four of the workplaces had a strong workplace culture as assessed by Part A of the Workplace Culture Survey (Hagner, 2000).

Table 17
*Workplace culture elements present and inclusion levels of workers*

|  | Elements present (N=31) Part A | Co-worker (inclusion score) Part B | | Supported Worker (inclusion score) Part B | |
|---|---|---|---|---|---|
| Best Burgers | 28 | 28 | 100% | 26 | 93% |
| Hollydale School | 28 | 27 | 96% | 23 | 82% |
| Total Trade Supplies | 28 | 23 | 82% | 20 | 71% |
| Riverdell Resthome | 28 | 24 | 86% | 20 | 71% |
| Greenfingers Garden | 26 | 23 | 88% | 22 | 85% |
| Allsortz Market | 26 | 21 | 81% | 20 | 77% |
| Bay Brasserie | 21 | 19 | 90% | 15 | 71% |
| Celebration Rest'nt | 20 | 14 | 70% | 13 | 65% |

Inclusion rates of workers at each workplace as measured by Part B of the Workplace Culture Survey (Hagner, 2000) in Table 17 show that in all cases the co-worker without a disability had a higher inclusion score than the supported worker with intellectual disability. Several of the co-workers were included in over 80% of the workplace culture elements present, whereas only three supported workers were included to this extent. Significantly the two supported workers at the fast food outlet and the garden centre who had the highest inclusion score were both in full-time employment. Conversely, the supported workers at the resthome, the brasserie and the restaurant with low inclusion scores worked for less than nine hours per week, and were not around for significant parts of the working day.

**Workplace Culture Strength**

A summary of workplace culture strength across the eight workplaces surveyed as measured by Part A of the Workplace Culture Survey (Hagner, 2000) is presented by the grouping of the elements.

Table 18
*Workplace culture strength by grouping of elements*

| Workplace | Orientation & Review N=6 | Workplace Policies N=6 | Job Design N=6 | Customs & Practice N=6 | Social Opp. N=7 |
|---|---|---|---|---|---|
| Best Burgers | 6 | 5 | 6 | 4 | 7 |
| Hollydale School | 5 | 5 | 6 | 6 | 7 |
| Total Trade Supplies | 6 | 4 | 5 | 6 | 7 |
| Riverdell Resthome | 5 | 4 | 6 | 6 | 7 |
| Greenfingers Garden | 6 | 4 | 5 | 5 | 7 |
| Allsortz Market | 6 | 4 | 6 | 3 | 7 |
| Bay Brasserie | 4 | 3 | 6 | 5 | 3 |
| Celebration Rest'nt | 6 | 3 | 6 | 2 | 3 |

Table 18 summarises a number of significant findings.

- Firstly, an overall area of strength lay in the job design (e.g. intersecting tasks, shared equipment, work schedules and shifts) at each workplace. The job design

elements, evident across the sample of eight workplaces, offer a high level of opportunity for inclusion, and were well utilised by co-workers and supported workers.

- Secondly, most of the workplaces were strong in the area of orientation and review. However, it is evident that while supported workers participated in on-going training and were issued with standard items available for all workers, there were opportunities for greater levels of inclusion in the formal orientation and performance reviews that typically occur at work. Five of the co-workers and all of the supported workers had been employed for longer than a year, but only three supported workers had been promoted.

- Thirdly, most workplaces surveyed were characterised by a high level of informal social activity, with some notable variability at two of the food workplaces. Workers were included in most of the many social opportunities that occurred on the job, during break times, and in regular or annual organised events. However, it is evident that socialising outside work is an area where improvements in the participation of supported workers could occur.

- Fourthly, the strength in the areas of custom and practice was apparent to a much greater extent in some workplaces than others. Both co-workers and supported workers were well included in the usual customs and practices characterising the workplaces surveyed such as dress code and humour, although further opportunities remain to increase the participation levels of supported workers in the weekly rituals of Lotto tickets, and learning and using special terms and language. Work space personalisation did not appear to be a significant feature of workplace culture in the settings under study.

- Fifthly, the area of least strength overall in the sample of eight workplaces was in workplace policies. Every workplace had regular staff meetings and more than half had incentive programmes and untapped opportunities for including supported workers in these elements. In nearly all cases the workers pay was automatically credited to bank accounts, and flexible time was allowed for workers to attend to urgent matters, but very few workplaces had employee wellness/fitness programmes, and car pooling or transport assistance.

**Level of Inclusion of Supported Workers**

Table 19 provides a summary of levels of inclusion of supported workers with intellectual disability in workplace culture elements across the eight workplaces.

Table 19
*Inclusion of supported workers by grouping of workplace culture elements*

| Workplace | Orientation & Review N=6 | Workplace Policies N=6 | Job Design N=6 | Customs & Practice N=6 | Social Opp. N=7 |
|---|---|---|---|---|---|
| Best Burgers | 6  100% | 4  80% | 6  100% | 4  100% | 6  86% |
| Hollydale School | 4  80% | 4  80% | 5  83% | 4  67% | 7 100% |
| Total Trade Supplies | 3  50% | 4  100% | 5  100% | 2  33% | 6  86% |
| Riverdell Resthome | 4  80% | 2  50% | 6  100% | 4  67% | 4  57% |
| Greenfingers Garden | 4  67% | 2  50% | 5  100% | 5  100% | 6  86% |
| Allsortz Market | 3  50% | 2  50% | 6  100% | 3  100% | 6  86% |
| Bay Brasserie | 4  100% | 1  33% | 5  83% | 3  60% | 2  67% |
| Celebration Rest'nt | 3  50% | 2  67% | 6  100% | 2  100% | 0  0% |

Table 19 shows the number of elements within each grouping that are present at each workplace, and the percentage of the elements that are present that the supported worker is included in.

- Firstly, the highest overall levels of inclusion appear in the job design grouping, which is also the area of greatest overall strength.

- Secondly, where there were high levels of social opportunities, supported workers were included in these elements, with the notable exception of the supported worker at the resthome. At the brasserie and the restaurant, with a low level of social opportunities, the supported workers, were also included at a low level. Significantly, these supported workers all work part-time and less than nine hours per week. All workplaces claimed that regular after work socialising occurred, but only one supported worker and four co-workers joined in these activities.

- Thirdly, in the area of custom and practice, even where there were few elements present, supported workers were well included, with the exception of the supported worker at the brasserie. In contrast, where there were more customs and practice

elements present, supported workers were included less, with the exception of the supported worker at the garden centre. In the five workplaces where social customs such as buying Lotto tickets, or playing cards at lunchtime occurred co-workers were always included, but in only three cases did supported workers participate.

- Fourthly, a mixed picture of inclusion is evident in the area of orientation and review with half of the supported workers included in 67% or less of the elements present and half included in 80% or more of these elements. All workplaces had formal orientation for new workers, but only three supported workers and three co-workers had been formally oriented to the workplace by the employer. Significantly, orientation of five of the supported workers had been carried out not by the employer but by the employment support person. Of the six workplaces where workers normally had job a description, co-workers all had a written job description, but in only two workplaces did the supported worker have one. In the six workplaces that carried out formal review of worker performance nearly all co-workers were included but in only three cases were supported workers included. Supported workers' performance was predominantly reviewed by the employment support agency. All but one workplace offered opportunities for promotion or advancement, but only three supported workers and four co-workers had experienced any sort of promotion.

- Lastly, in the area of workplace policies, which was the area of least strength of workplace culture overall, and where there were fewer elements present, supported workers were included at a lower level, with the supported worker at the brasserie included in only one element. All workplaces held regular staff meetings, and although all co-workers participated in these, only two supported worker had been included. In the five workplaces that offered employee incentives, awards and bonuses all co-workers had received at least one of these, but only two supported workers had been included.

Both Tables 18 and 19 indicate that there are some areas of workplace culture that are typically strong in the sample of eight New Zealand workplaces, namely job design and social opportunities, and it is in these areas that inclusion of co-workers and supported workers appears to occur at a high level. In contrast, there are some areas of workplace

culture strength, namely orientation and review, and customs and practice, where inclusive opportunities have been missed by supported workers. Additionally, it is evident that in the area of workplace policies, there are workplace culture elements that are not so frequently apparent in the Napier/Hastings settings.

In response to the additional questions on influences on inclusion and participation at work, participants in work settings with a strong workplace culture and more formal and informal supports, emphasised the importance of a relaxed and supportive management style, a sense of being part of a team, and positive staff attitudes. Co-workers at most workplaces had knowledge of people with disabilities, either through having a relation or friend with a disability or because they had worked alongside a person with a disability previously. At the majority of workplaces supported workers did not instigate requests for assistance, and responded to rather than initiated social talk and humour. In general supported workers were reliant on their needs being noticed by co-workers or supervisors. In most settings the supported worker was expected to carry out work tasks without difficulty, although at the retail store and the restaurant performance expectations of the supported worker appeared to be low.

Workplaces where meeting the needs of customers was a stated priority, for example the garden centre, the retail store and the restaurant, generally had a lower workplace culture strength and fewer supports available than other workplaces. Socialising, humour and chatting was discouraged on the workfloor in these settings and supported workers were not involved with the customers. The exception to this was the fast food outlet which has a strong customer focus, a very structured environment, and the supported worker was involved in serving customers. In contrast, socialising was seen as an integral part of the job at the resthome and the brasserie, and supported workers were encouraged to join in with co-workers and clients. The need for clarity of job tasks was expressed by one workplace and although co-workers at most workplaces had a job description very few supported workers had one.

From the picture of each workplace gathered from the interview data and direct observation at the time of the interview it is evident that there are a number of common features across

the workplaces and a number of distinguishing features amongst the workplaces that may potentially affect inclusion.

# CHAPTER FIVE: DISCUSSION AND CONCLUSION

The review of the literature indicated that some problems and limitations exist for people with intellectual disability in paid employment, and that environmental analysis is recommended as an important tool to identify features in workplaces that impact on inclusion and adjustment. The purpose of this study was to determine some of the factors that may influence the inclusion levels of supported workers in eight New Zealand workplaces, and to use the findings to offer some recommendations for best practice in tertiary transition programmes.

This study suggests factors that may influence the success of social inclusion at work. However, the results must be interpreted cautiously due to a number of limitations. Firstly, the purposive method of sampling and the small size of the sample limit the generalisability of results. Secondly, the employment support agencies may have accessed supported employees who required less support initially than others. Finally, the responses may have been contaminated by the presence of the researcher and what participants felt might be the expected answer. These limitations must be recognized when considering the following discussion of results.

## The Workplace Culture Survey

Understanding the complex functional relationships that lead to inclusion, acceptance, and success at work has implications for all workplaces and for all workers, with and without disability. Traditionally, the focus of finding the right job and adjustment to work has been on the skills, abilities, and experience of job-seekers. However, current research suggests that the workplace culture has a significant, if not equal impact on success and adjustment at work (Hagner, 2000; Hesketh & Dawis, 1991).

The New Zealand Government has signalled a new direction for vocational services for people with disabilities, including focusing on paid work, moving funding to services that focus on employment-related outcomes, and providing improved on-job support (New Zealand Department of Labour, 2001). These initiatives herald improved recognition of the worker status and the contribution of workers with disabilities. The significance of this

study is that it identifies key elements of workplace culture which are likely to enhance the inclusion of supported workers and provides guidelines for the development of strategies that are likely to promote success at work for job-seekers with intellectual disability. Further research will be required to analyse the effect of the changes to government policy on the proportion of job-seekers gaining paid work.

Identifying inclusive factors and facilitating natural supports is a complex process. The implicit expectations for job related performance and social interactions that signify the workplace culture and ways in which workers are or can be socially included in the workplace, need to be considered. The needs of the supported employee, whether supports currently exist at the workplace in some form for all workers, and how these natural supports can be fostered or facilitated, also need to be considered. Having the means to identify characteristics of work environments (Mank et al., 2000) is a crucial first step in facilitating inclusion and success at work for people with intellectual disability. The use of a survey to instantiate the culture of different workplaces is a critical bridge for establishing an initial good match (Hagner, 2000; Parent et al., 1991), and may preclude the need for a high level of support, and reduce the likelihood of adjustment problems. It must be noted that in this study the Workplace Culture Survey (Hagner, 2000) was administered in settings where individuals with intellectual disability were already employed. Thus, the survey was used in this study only to measure current workplace culture strength and inclusion levels of workers, and not as a tool to match potentially inclusive workplaces with job-seekers' characteristics, preferences and support needs. Further research is needed to establish the effect of workplace culture analysis on a good person/job match in the New Zealand context.

Most of the range of supported workers with intellectual disability identified by the three employment support agencies in the Napier/Hastings area had part-time work, fixed hours, and were in elementary occupations in the community, social services, and personal services sector of the workforce. Other studies from other regions in New Zealand and overseas (Reid & Bray, 1997; Taylor, 1996; Wehman, 1990) confirm that similar paid employment opportunities in the labour market are available for people with intellectual disability. The sample of eight New Zealand workplaces that consented to participate

varied in size from large branches of national chains to small owner operated businesses, and the types of jobs workers performed were in the same range of cleaning, gardening, kitchen hand and shop assistant found by Taylor (1996) to be the most common. Taking into account the small sample size in the present study, further studies encompassing larger nationwide samples are needed to ascertain the range and nature of paid employment of people with intellectual disability.

The findings of the survey based on the Workplace Culture Survey (Hagner, 2000) highlighted a range of naturally occurring formal and informal elements of workplace culture and natural supports that were present across the eight New Zealand workplaces, and those that were specifically occurring in some workplaces more than others. The overall results indicate that the Napier/Hastings work settings where people with intellectual disability are employed have strong workplace cultures and supported workers are well accepted and included.

Comparing the overall findings of workplace culture strength of this study with results of studies conducted in the USA (e.g. Chadsey et al., 1998; Park et al., 1998; Butterworth et al., 1999) confirm that similar elements signify the workplace culture in this sample of eight New Zealand work settings and in the USA work settings. The main differences in workplace culture strength found when comparing the New Zealand sample and USA studies are in the areas of employee wellness/fitness programmes, and car pooling/transport assistance. These elements may not be common in New Zealand workplaces generally, although workplaces and workers would benefit from these types of support. This finding suggests that the Workplace Culture Survey (Hagner, 2000) could be better adapted to the New Zealand context perhaps by identifying further elements more reflective of New Zealand legislation, such as the requirement for health and safety training, and incorporating these into the survey questions. Research into the development of a survey modified for the New Zealand setting would be useful.

It is clear from the overall strength of the workplace cultures studied that the opportunities for inclusion of workers with and without disabilities were reasonably high and in most cases the actual inclusion levels of co-workers and supported workers were also relatively

high. This finding supports USA studies of inclusive workplaces (e.g. Butterworth et al., 1999; Chadsey et al., 1998; Park et al., 1998) that suggest that the stronger the workplace culture, as evidenced by the number of elements present, the greater the potential for inclusion and participation. However, there were some significant areas overall where supported workers, and sometimes co-workers, seemed to be far less included.

- Formal orientation and performance review for supported workers was often carried out by the employment support agency and few had a job description.

- Promotion of supported workers was often not considered.

- After-work socialising rarely occurred for supported workers, probably because most were not around at the end of the shift or the day.

- Joining in the usual social customs such as sharing in a Lotto ticket was not common, possibly precluded by the presence of the employment support person, or because supported workers were less frequently around for these regular customs due to the part-time nature of their work.

- The worker status of supported workers was infrequently acknowledged through available incentives, awards and bonuses.

- All co-workers, but few supported workers, were included in the staff meetings that were a feature of every workplace. The lack of inclusion of supported workers could be attributed to part-time presence, perceived irrelevance of the staff meeting to their work task, or low expectation of ability to participate.

## Factors Influencing Levels of Inclusion

Findings from the study suggest some critical factors that seem to have influenced the inclusion levels of participants.

### Full-time or Part-time Employment

A major finding of the study is that the two full-time supported employees at the fast food outlet and garden centre had the highest inclusion scores, and the supported employees working less than 9 hours per week had the lowest inclusion scores. All of the co-workers were employed full-time, and all had a higher inclusion score than their supported worker counterparts. This result supports findings that full-time workers experience a higher level of inclusion than part-time workers (Kilsbey, Beyer & Evans, 1995) and has implications

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for transition and employment support professionals for creating improved opportunities for including supported workers in workplace cultures. Ensuring that employment spans one whole day rather than parts of a number of days may offer more opportunities to participate socially in staff meetings, break times and after-work (Hagner, 2000). The majority of supported workers in the Napier/Hastings area are employed on a part-time basis and therefore the implication from this finding is that encouraging placements that encompass at least some of the regular breaks may lead to improved social inclusion of supported workers. A further research direction is to compare inclusion levels of part-time, rather than full-time, co-workers with supported workers to firmly establish whether it is predominantly the part-time nature of employment that leads to lower levels of inclusion for supported workers.

**Entry**

Another finding is that all of the supported workers in the study required the help of another person to obtain their job. None of the supported workers in this study had entered employment through the usual channels such as responding to newspaper advertisements or employment service notice boards. Most had gained their jobs through an employment support agency, with a few continuing with jobs gained through transition to work programmes at school. It is unlikely that job seekers with intellectual disability will access employment opportunities through the usual channels and will invariably require the assistance of a support person to both find a good job match and assist their entry into the workplace (Reid & Bray, 1997). Building close relationships between transition programmes and employment support agencies (Hagan, 1996) may provide a more typical entry to work resulting in higher expectations of inclusion of supported employees amongst employers and co-workers. Bridging programmes, such as tertiary transition programmes, can provide opportunities to assess individual characteristics and preferences, and the work environment culture and supports available to enhance the possibilities for a good match and to ease the path of entry into work.

**Level of Support from Employment Support Person**

Three supported employees in the study had a medium or high level of support, and these three were included in workplace culture elements at a lower level of 71%. This confirms

expectations that a high level of direct support from the employment support person results in a lower level of inclusion (e.g. Mank et al., 2000). Contrary to expectations, a lower level of support did not seem to be strongly associated with a higher level of inclusion. Although over half of the supported employees experienced a relatively low level of support from the employment support person, the level of inclusion in workplace culture elements of this group of participants ranged from a high 82% at the school, to a low 65% at the restaurant. The findings from the present study coupled with findings from recent research on the inhibiting effect of direct support from employment support professionals on level of inclusion of supported workers (e.g. Chadsey et al., 1998; Park et al., 1998) suggest that encouraging transition and employment support professionals to adopt a facilitative rather than direct support role may enhance the inclusion of supported workers. Longitudinal studies evaluating the effect on inclusion levels of changing levels of employment support is a future research direction.

**Longevity of Employment**

The Minnesota Theory of Work Adjustment (Hesketh & Dawis, 1991) suggests that adjustment to work is largely a function of tenure, or longevity of employment. Certainly, in this study, longevity was not associated with higher levels of inclusion. For example, the supported worker employed for two years at the fast food outlet was very well included, whereas the supported worker employed at the trade supplier for 12 years had the second lowest inclusion score. All eight supported workers in the study had been employed for longer than a year, whereas three co-workers had been employed for less than a year, but in every case the inclusion level of the co-worker was higher than that of the supported worker. This suggests that mere physical proximity over time does not necessarily result in social inclusion (Hughes et al., 1998). An implication from this finding is the importance of monitoring inclusion in specific elements of workplace culture over time and planning interventions to increase inclusion, for example, ensuring that the supported worker is at work over the lunch break. Identifying these types of workplace contextual variables will better inform the content of transition programmes and the interventions and supports that may need to be put in place.

**Employer and Co-worker Attitudes**

Participants in this study consistently linked inclusive outcomes to a positive style of management with an emphasis on team-work, valuing staff, and having a friendly and accepting approach. This result is supported in other studies that have found positive co-worker attitudes and management style promote higher levels of inclusion (e.g. Butterworth et al., 1999; Park et al., 1998). The national chain fast food outlet engendered positive attitudes through their stated focus on promoting the rights of people with disabilities and actively sought to employ workers requiring support. Unsurprisingly, the findings show that the supported worker at this workplace experienced the highest level of inclusion of any in the study, and the third highest over all of the co-workers and supported workers. Further research identifying the benefits to businesses of employing supported workers with intellectual disability is indicated.

Staff at workplaces having a personal knowledge of disabilities was considered by most employers and co-workers in the study as an important factor assisting entry into work, inclusion of supported workers, and promotion of positive attitudes. This finding is supported by evidence reported in recent studies (Chadsey et al., 1999; Park et al., 1998) of employers and co-workers providing greater encouragement to supported workers if they have had previous experience of working with people with disabilities. Capitalising on opportunities for job-seekers with intellectual disability to mix with future co-workers and employers in New Zealand, which already occurs through tertiary transition programmes at polytechnics, can provide desired contact and experience that can lead to improved attitudes, expectations, and employment outcomes for supported workers in the future. Further research exploring and assessing the impact of employer and worker attitudes, experience and knowledge of people with intellectual disability is needed.

**Limiting Expectations**

Expectations of employers and co-workers (Park et al., 1998), families and support people (Reid & Bray, 1997), and people with intellectual disability themselves, all seem to have an effect on the perceived worker status of supported workers and their inclusion at work. Some co-worker participants suggested that employers and other co-workers had lower expectations and made allowances for supported workers. This supports the findings of

Park et al. (1998) linking patronising and discriminating co-worker and employer attitudes to lower levels of social inclusion. Ensuring the work role of the supported worker is clarified in the form of a written, or pictorial, job description should enhance employer, co-worker and supported worker perceptions of the worker status and contribution that people with intellectual disability make.

The effect of limiting family expectations (Gallivan-Fenlon, 1994; Chadsey-Rusch & Heal, 1997) is illustrated in the present study in relation to the supported worker in the resthome who experienced a low level of inclusion and an apparent lack of support for attending work. In general, family members of supported workers seemed to be rarely included in communications and meetings involving employment support agencies and workplaces. A greater emphasis on consulting with family members (Butterworth et al., 1997), and engendering more support (Dixon & Reddacliffe, 2001) may lead to a clearer understanding of the value of work for the person with intellectual disability and the contribution they make to workplaces.

**Supported Employee Characteristics**

Characteristics of supported workers, as perceived by employers and co-workers, such as being well-mannered and positive, initiating and responding to conversations, and actively joining in interactions, were seen as positively contributing to inclusion in most of the workplaces. Further evidence of the significance employers place on worker characteristics is found in a recent study emphasizing the importance of good interpersonal and communication skills for all employees and the need for a friendly manner and a sense of humour (Holmes et al., 2000). A close examination of supported workers' social skills, characteristics and preferences has not been the main focus of this study. Nevertheless, identifying and contextualising social and interpersonal skills central to workplace success (Butterworth & Strauch, 1994; Chadsey-Rusch, 1992) will further inform the social content of transition programmes. For example, including instruction in greetings and farewells, responding to humourous comments, and conversation topics (Holmes & Fillary, 2000) to use in workplace settings will enhance the interpersonal skills that assist people to fit in.

## Implications for Tertiary Transition Programmes

Clearly, there is potential for a survey that fits the New Zealand scene to provide a new awareness of the workplace side of the person/job match equation for job-seekers with intellectual disability, and the employment and transition professionals who support them. This study indicated that the Workplace Culture Survey (Hagner, 2000) provided a useful tool to assess workplaces and identify those with strongly inclusive characteristics. The survey provided a basis for comparison among workplaces and suggested some of the ways in which a distinctive workplace culture is constructed through orientation and review procedures, workplace policies, job design, usual custom and practice, and available social opportunities.

People with intellectual disability are slower to learn, and frequently experience difficulties in generalising skills learnt (Greenspan & Love, 1997; Gething, 1996; Huang & Cuvo, 1997). Transition programmes that are informed by a knowledge of the skills, preferences and support needs of individuals on the one hand, and a knowledge of the demands, culture and supports available in workplace contexts on the other hand, are better placed to provide awareness of typical and specific workplace cultures (Black & Rojewski, 1998), and the natural supports available for all workers (Chadsey et al., 1997). It is critical to identify the opportunities presented in typical workplace activities (Butterworth et al., 1999; Parent et al., 1991) to facilitate the inclusion of job-seekers and supported workers.

It is clear that employment support agencies cannot be expected to provide the complete range of interventions and support required for job-seekers and workers with intellectual disability and to monitor and maintain on-going support. Tertiary transition programmes are uniquely positioned to work in partnership with employment support agencies to assess the support needs of job-seekers, and to provide on-going education and national recognition for individual achievement that can assist people with intellectual disability to experience success, be included, and find acceptance in New Zealand workplace environments. The survey provides a basis for common understandings about the impact of workplace culture on workplace success among job-seekers, supported employees, their families, employers, employment support agencies, and tertiary transition professionals.

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Specifically, the survey establishes the presence of workplace culture elements and provides the opportunity for transition and employment support professionals to:

- identify potentially inclusive workplaces,
- effect a desirable person/work environment match,
- monitor inclusion levels of workers over time,
- clearly identify areas where further support or intervention may be required,
- facilitate effective support on the job,
- raise the awareness of job seekers and workers about the culture of workplaces.

Tertiary transition programmes include nationally recognised Supported Learning Units that lead to the National Certificate of Work and Community Skills. The development of further units detailing elements of workplace culture would provide job-seekers and their support people with the necessary awareness of the natural supports that may be available in a workplace and the benefits of accessing these supports. A corollary to this would be the raising of awareness of employers and co-workers resulting in enhanced expectations of supported worker performance and recognition of their worker status (Reid & Bray, 1997). The newly developed National Diploma in Supported Employment will improve the service provision of employment support, particularly if it focuses on common understandings of workplace culture as detailed in the Workplace Culture Survey.

Tertiary transition programmes already offer opportunities for job-seekers to gain exposure to a variety of work settings (Black & Langone, 1997). By using the Workplace Culture Survey (Hagner, 2000), elements of workplace culture could be readily identified in the range of workplaces visited and would enable job-seekers, and their support people, to gain a clearer understanding of different workplace contexts in relation to their skills, preferences and support needs. Collation of job descriptions pertaining to a range of different jobs would give clarity to expectations of roles of workers in different work settings.

Most students enrolled in tertiary transition programmes have work experience, voluntary or paid, arranged by an employment support agency, for part of the week. This offers opportunities for transition professionals, in conjunction with employment support people,

to use the Workplace Culture Survey to identify possible areas for support and intervention and to monitor the outcomes of interventions. For example, by changing the work shift a supported worker may be able to attend staff meetings, or by practising eye contact and greeting people a supported worker may be included more in social exchanges that occur at that workplace. On-going monitoring of the inclusion level would demonstrate the efficacy of such interventions.

Participation in tertiary transition programmes at polytechnics offers opportunities for job-seekers and supported workers to mix with future employers and co-workers. Planned interactions with staff and students seeking work in specific fields can raise disability awareness and improve understanding of the workplace as a social context. Additionally, the opportunities for transition students to gain work experience within the polytechnic work environment can demonstrate the worker status of people with intellectual disability and provide further opportunities to examine natural supports and elements of workplace culture that workers need to access and fit in to (Black & Rojewski, 1998).

The rules and boundaries of social engagement and interaction associated with participation in elements of workplace culture can be identified and addressed either through the transition programme or in the workplace using the Workplace Culture Survey. Skills such as familiarisation with appropriate jargon and special language used in specific workplaces, the communication skills of requesting assistance, initiating and responding to social talk and humour, usual social talk topics, customer interactions, understanding what it means to be part of a team, and clarity of job performance expectations can all be usefully developed in the transition programme setting (Holmes, et al., 2000) and applied in the workplace setting.

Individual Work Plans (IWP), similar to Individual Education Plans (IEP) in the school system, are a feature of tertiary transition programmes. Individual Work Plan meetings could provide improved opportunities for job-seekers, employment support people, family members, and transition professionals to reach common understandings about workplace culture, its relevance to success at work, and the type of support and interventions that are likely to produce positive employment outcomes for individuals. Matching the preferences

and support needs of the individual, as assessed within the tertiary transition setting, to potentially inclusive workplaces, as assessed by transition and employment support professionals, could result.

## Further Research

This study focused on a small number of workplaces in one region of New Zealand and similar research in other regions or on a nationwide scale would provide a more definitive picture of the range and nature of open market employment for people with intellectual disability. Collating information annually from tertiary transition providers and employment support agencies on the numbers of people with intellectual disability entering paid work and/or maintaining paid work, would allow some conclusions to be drawn as to the efficacy of tertiary transition programmes and the new government policy directions. This study used the Workplace Culture Survey (Hagner, 2000) to ascertain inclusion levels of supported workers currently employed and further research is needed on the use of the survey adapted to the New Zealand workplace context and employment legislation in establishing an initial good person/job match for job-seekers entering paid employment. In this study all co-workers were full-time and most supported workers were part-time and further research comparing part-time co-workers with part-time supported workers could more clearly define the significance of part-time versus full-time employment on inclusion level. Longitudinal research is necessary to determine the effect of the level and type of employment support over time, the impact of employer and co-worker knowledge of people with intellectual disability, and the benefits to businesses of employing supported workers. The impact on workplace success of raising the awareness of workplace culture by adding to existing nationally recognised Supported Learning Units in tertiary transition programmes is another important area for future research.

## Conclusion

The results of this study indicate that New Zealand supported workers with intellectual disability are generally well included in the culture of their workplaces. The results support the findings of previous research and contribute to the current body of knowledge about New Zealand workplaces where people with intellectual disability are employed. The study addresses the direction forward for further research to enhance workplace success for

people with intellectual disability in New Zealand. The use of the survey as a tool to identify some of the factors that seem to have influenced the inclusion of workers in some New Zealand workplace settings, offers the potential for developing tailored strategies and interventions to enhance success at work for people with intellectual disability. Significantly, the survey can also be used as an educational link to promote common understanding of workplace culture amongst job-seekers and workers with intellectual disability, family members and support people, employment support and tertiary transition professionals, and employers and co-workers. Although there were a number of limitations with this study, it underscores, in a New Zealand context, the relationship between inclusion and the culture of the workplace, and brings into sharp focus the importance of the work environment to the overall success of employees with, and without, intellectual disability. The evidence indicates that in workplaces where there is a supportive culture, employment can be expected to be successful and the hopes and ambitions of people with intellectual disability, the hopes of their families, their legislated rights, and the expectations of government, are all likely to be realised.

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28 June 2001

I certainly do miss New Zealand. Thanks for writing; I received your letter today.

I have a small book out now to go with the workplace culture survey, called "Coffee Breaks and Birthday Cakes". I'll mail a copy to you.

You are certainly free to photocopy the survey and use it as you wish.

Definitely let me know how your results turn out.


David Hagner
Institute on Disability
101 Leavitt
Univ. of New Hampshire
Durham NH 03824
603-862-2554

## Workplace Culture Survey (Part A)

Workplace:                                         Date:

| | Yes/No | Comment |
|---|---|---|
| *Orientation and Review* | | |
| 1. Have most of the workers been with the organisation/company for a year or more? | | |
| 2. Does the company provide a formal orientation for new workers? Job description? | | |
| 3. Is worker job performance formally reviewed by the supervisor? | | |
| 4. Are specific arrangements made for employee training, such as pairing a new worker with a co-worker? | | |
| 5. Is there promotion of some workers from entry level to higher positions within the company? | | |
| 6. Are any items issued to employees (e.g. locker, key, uniform, badge, ID card)? | | |
| *Workplace Policies* | | |
| 7. Are there staff or employee meetings? | | |
| 8. Is there a typical routine for distributing pay within the work area or department? | | |
| 9. Does the company sponsor or assist with an Employee Assistance or wellness/fitness programme? | | |
| 10. Does the company assist employees with car pooling or provide public transport discounts or similar transport assistance? | | |
| 11. Does the company utilize any employee incentive or award programme e.g. employee of the month, bonuses? | | |
| 12. Do company policies include any supportive/family programmes such as flexi-time, dentist/doctor, sick children? | | |
| *Job Design* | | |
| 13. Are there some jobs/tasks that two or more workers perform together? | | |
| 14. Are there certain jobs/tasks at work that almost everyone does? | | |
| 15. Are co-workers generally available to give help or support if a worker has a problem? | | |
| 16. Is there a set work schedule? Sign in, start, stop, breaks, mealtimes, days on/off. Note full time or part time. | | |
| 17. Is there any equipment that workers share the use of e.g. photocopier, phone, computer? | | |

| | | |
|---|---|---|
| 18. Are worker's names displayed, such as on mailboxes, doors, or a posted schedule? | | |
| *Workplace Customs and Practice* | | |
| 19. Do workers have in-jokes, practical jokes, special humour at work? | | |
| 20. Are there special terms or language used by the workers? | | |
| 21. Is there a particular code of dress or appearance for employees? | | |
| 22. Do workers personalize their work space with posters, coffee mugs, photos, pot plants, cartoons, other articles? | | |
| 23. Are there particular social customs workers follow such as taking turns making coffee, getting Lotto, biscuits? | | |
| 24. Do workers celebrate any special occasions, such as birthdays, Easter e.g. signing cards, surprises? | | |
| *Workplace Social Opportunities* | | |
| 25. Is there a time during the work shift when it is easier or more likely for workers to talk socially? | | |
| 26. Are there particular 'gathering places' where workers are more likely to talk socially? | | |
| 27. Do workers eat lunch (or other meal) at the same time? Do they bring, buy, heat left-overs? | | |
| 28. Are there other break times shared by co-workers? | | |
| 29. Do employees talk socially during work time e.g. greetings, small talk, joking, teasing? | | |
| 30. Does the company sponsor any social activities, like an annual picnic, or any sports teams? | | |
| 31. Do workers ever get together as a group before or after work or on their days off? | | |
| Are there factors that you feel assist inclusion of workers with and without intellectual disability? | | |
| Are there factors that prevent inclusion of workers with and without intellectual disability? | | |

Strength of Workplace Culture Score ( Number of A items with a 'yes') = _____

## Workplace Culture Survey (Part B)

**Employee:**                                                                 **Date:**

|  | Yes/No | Comment |
|---|---|---|
| *Orientation and Review* | | |
| 1. Has the employee been with the company for a year or more? | | |
| 2. Does or did the employee have a formal orientation provided by the company for new workers? Job description? | | |
| 3. Is the employee's job performance formally reviewed by the supervisor in the same way as other's? | | |
| 4. Does or did the employee receive training by being paired with a co-worker, or other typical arrangement? | | |
| 5. Is the employee able to advance to higher positions within the company? | | |
| 6. Does the employee have items typically issued to employees (e.g. locker, key, uniform, tools, badge, ID card)? | | |
| *Workplace Policies* | | |
| 7. Does the employee attend and/or participate in staff or employee meetings? | | |
| 8. Does the employee receive pay in the same way as other workers? | | |
| 9. Does the employee use or have access to an Employee Assistance or wellness/fitness programme? | | |
| 10. Does the employee use or have access to company-sponsored car pooling, public transport discounts or similar assistance? | | |
| 11. Does the employee receive or have access to any employee incentives or awards e.g. employee of the month, bonus? | | |
| 12. Does the employee use or have access to company work/family programmes e.g. flexi-time, dentist/doctor, sick children? | | |
| *Job Design* | | |
| 13. Does the employee work on some jobs/tasks together with one or more co-workers? | | |
| 14. Does the employee's job include those tasks at work that almost everyone does? | | |
| 15. Are co-workers available or close by enough to give help or support if the employee has a problem? | | |

| | | | |
|---|---|---|---|
| 16. | Does the employee's work schedule match that of others in the work group or area e.g. start, stop, breaks ? P.T. or F.T. | | |
| 17. | Does the employee's job include using the equipment that workers share e.g. photocopier, phone, computer? | | |
| 18. | Is the employee's name included on mailboxes, doors, posted schedules, etc? | | |
| *Workplace Customs and Practice* | | | |
| 19. | Does the employee join in in-jokes, practical jokes, special humour at work? | | |
| 20. | Does the employee know and use the special terms and language? | | |
| 21. | Does the employee follow the same dress code and appearance as others? | | |
| 22. | Is the employee's work space personalised in some way e.g. posters, coffee mugs, photos, pot plants, cartoons? | | |
| 23. | Does the employee follow informal worksite customs, such as taking turns making coffee, Lotto, biscuits? | | |
| 24. | Does the employee participate in workplace celebrations such as birthday parties, Easter e.g. signing card, surprises? | | |
| *Workplace Social Opportunities* | | | |
| 25. | Does the employee work during times when it is easier or more likely for workers to talk socially? | | |
| 26. | Does the employee have access to gathering places at appropriate times? | | |
| 27. | Does the employee eat lunch (or other meal) with co-workers e.g. bring, buy, heat up? | | |
| 28. | Does the employee share other break times with co-workers? | | |
| 29. | Does the employee sometimes talk socially with co-workers during work time e.g. greetings, small talk, joking, teasing? | | |
| 30. | Does the employee participate in company-sponsored social activities such as an annual picnic/dinner or sports team? | | |
| 31. | Does the employee participate in get-togethers outside of work? | | |

| | | |
|---|---|---|
| Are there factors that you feel assist inclusion of workers with and without intellectual disability? | | |
| Are there factors that prevent inclusion of workers with and without intellectual disability? | | |

Level of Workplace Inclusion Score (Number of B items with a 'yes') = _____

Level of Workplace Inclusion Percentage: 100 x (number of B 'yes' answers – number of A 'yes' answers) = _____%

## Fitting in: Social inclusion in workplaces where people with intellectual disability are employed.

### CONSENT FORM

I understand what this study is about and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I have the right to ask further questions at any time.

I understand I have the right to withdraw from the study at any time and to decline to answer any particular questions.

I agree to provide information to the researcher on the understanding that my name will not be used without my permission.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signed: ............................................................................

Name: ............................................................................

Date: ............................................................................

I would like a summary of findings.　**Yes**　　**No**

**Massey University**
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Fitting in: Social inclusion in workplaces where people with intellectual disability are employed

## EMPLOYMENT SUPPORT AGENCY INFORMATION SHEET

### Introduction

My name is Rose Fillary and I am carrying out this research study which forms a component of my Masters Degree thesis in conjunction with Massey University, Palmerston North. My supervisor is Dr. Regina Pernice, School of Health Sciences, Massey University.

I am interested in the social demands of workplaces and factors influencing social inclusion of workers with intellectual disability in order to enhance the social content of tertiary transition programmes and support in employment initiatives.

### Background to the study

Work is important in people's lives, not just because it provides opportunities for people to be productive and earn money, but also because it provides opportunities for social interaction and community membership.

Each workplace has a different 'culture' shown by the way people work together, join in, talk to others, dress, and by the types of social events, celebrations and customs that take place. The kinds of social skills and strategies that people need to fit in with the 'culture' vary from workplace to workplace.

For some people fitting in socially at work can be difficult. If we can identify some of the key factors influencing inclusion in different workplace cultures then we can both target and teach the skills that people need to fit in socially at work, and work out a good match for the workplace and the worker or job seeker.

### About the study

The first part of this study is to find out about the range and type of workplaces employing people with intellectual disability in the Napier/Hastings area.

The second part of the study is to find out more about different workplaces using the Workplace Culture Survey (Hagner, 2000) which is designed to identify the specific elements and events that form the culture of different workplaces, and to work out how well workers fit in with this culture.

The last part of the study is to identify some of the key factors influencing the social inclusion of workers with intellectual disability.

### What does the study involve for SUPPORT IN EMPLOYMENT agencies?

I am seeking consent from support in employment agencies to provide information about the types of workplaces where people with intellectual disability are employed, the numbers of people with intellectual disability in paid employment, and whether employment is full or part time in the Napier/Hastings area.

In addition I am seeking introductions to selected workplaces and liaison between the worker with intellectual disability, his/her support people, and myself.

Te Kunenga ki Pūrehuroa

Consenting participants will be involved over a two week period in:

- Interviews and conversations during which structured questions from the Workplace Culture Survey will be included which would take approximately one hour.

- Observation during work and social times which will not take up participant's time and will occur over the two week period.

Consenting participants have the right to:
- Decline to answer any questions
- Withdraw from the study at any time
- Ask any questions about the study at any time
- Provide information on the understanding that their name will not be used unless permission is given to the researcher
- Hear about the findings of the study when it is finished.

### How will the information be used?

I will use information gathered from interviews, conversations, and observations, to write the final research report, and may use parts of the report for other publications arising from this research project.

### What happens to the information?

All information collected will be kept in a locked file in my office. My confidential password is required to access any data stored on my personal computer.

### What will happen when the project is finished?

I will report back to interested support in employment agencies, employers, participants, and support people on the findings of the study in writing or in person.

If you would like to discuss any aspects of this study in more detail please contact either my supervisor or myself.

### Contact details

Rose Fillary
Faculty of Health & Sport Science
Eastern Institute of Technology, Hawke's Bay
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**Massey University**
COLLEGE OF HUMANITIES & SOCIAL SCIENCES

School of Health Sciences
Private Bag 11 222,
Palmerston North,
New Zealand
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Fitting in: Social inclusion in workplaces where people with intellectual disability are employed

EMPLOYER INFORMATION SHEET

*Introduction*

My name is Rose Fillary and I am carrying out this research study which forms a component of my Masters Degree thesis in conjunction with Massey University, Palmerston North. My supervisor is Dr. Regina Pernice, School of Health Science, Massey University.

I am looking at what makes for successful social inclusion at different workplaces in order to assist workers and job seekers with intellectual disability to have a better chance of success in employment

*Background to the study*

Work is important in people's lives, not just because it provides opportunities for people to be productive and earn money, but also because it provides opportunities for social interaction and community membership.

Each workplace has a different 'culture' shown by the way people work together, join in, talk to others, dress, and by the types of social events, celebrations and customs that take place. The kinds of social skills and strategies that people need to fit in with the 'culture' vary from workplace to workplace.

For some people fitting in socially at work can be difficult. If we can identify some of the key factors influencing social inclusion in different workplace cultures then we can both target and teach the skills that people need to fit in socially at work, and work out a good match for the workplace and the worker or job seeker.

*About the study*

The first part of this study is to find out about the range and type of workplaces employing people with intellectual disability in the Napier/Hastings area.

The second part of the study is to find out more about different workplaces using the Workplace Culture Survey (Hagner, 2000) which is designed to identify the specific elements and events that form the culture of different workplaces, and to work out how well workers fit in with this culture.

The last part of the study is to identify some of the key factors influencing the social inclusion of workers with intellectual disability.

*What does the study involve for EMPLOYERS?*

I am seeking consent from employers for their workplace to be involved in this study and to allow me the opportunity to gain worker's informed consent to participate.

Te Kunenga ki Pūrehuroa

Inception to Infinity: Massey University's commitment to learning as a life-long journey

Consenting participants will be involved over a two week period in:

- Interviews and conversations during which structured questions from the Workplace Culture Survey will be included which would take approximately one hour.

- Observation during work and social times which will not take up participant's time and will occur over the two week period.

*How will the information be used?*

I will use information gathered from interviews, conversations, and observations to write the final research report, and may use parts of the report for other publications arising from this research project.

*What happens to the information?*

All information collected will be kept in a locked file in my office. My confidential password is required to access any data stored on my personal computer.

*What will happen when the project is finished?*

I will report back to interested employers, support in employment specialists, participants, and support people on the findings of the study in writing or in person.

If you would like to discuss any aspects of this study in more detail please contact either my supervisor or me.

*Contact details*

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### Fitting in: Social inclusion in workplaces where people with intellectual disability are employed

### PARTICIPANT INFORMATION SHEET

My name is Rose Fillary and I am carrying out this research study which forms a component of my Masters Degree thesis in conjunction with Massey University, Palmerston North. My supervisor is Dr. Regina Pernice, School of Health Sciences, Massey University. I am interested in what makes for successful social inclusion at different workplaces in order to assist workers and job seekers with intellectual disability to have a better chance of success in employment.

#### What does the study involve?

I am seeking your consent to have an interview, which would take between half an hour to an hour.

#### If you consent to take part in this study you have the right to:
- Decline to answer any questions
- Withdraw from the study at any time
- Ask any questions about the study at any time
- Provide information on the understanding that your name will not be used unless you give permission to the researcher
- Hear about the findings of the study when it is finished.

#### How will the information be used?

I will use information gathered from interviews to write the final research report, and may use parts of the report for other publications arising from this research project.

#### What happens to the information?

Your participation in this study is confidential, all information will be kept secure in a locked file or on my personal computer,I and no material that could personally identify you will be used in any reports on this study.

#### What will happen when the project is finished?

I will report back to interested participants, support people/advocates, support in employment specialists, and employers on the findings of the study in writing or in person. If you would like to discuss any aspects of this study in more detail please contact either my supervisor or myself.

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Te Kunenga ki Pūrehuroa

Inception to Infinity: Massey University's commitment to learning as a life-long journey

**Massey University**
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APPENDIX VIII

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Fitting in: Social inclusion in workplaces where people with intellectual disability are employed

SUPPORT PERSON INFORMATION SHEET

*Introduction*

My name is Rose Fillary and I am carrying out this research study which forms a component of my Masters Degree thesis in conjunction with Massey University, Palmerston North. My supervisor is Dr. Regina Pernice, School of Health Sciences, Massey University.

I am looking at what makes for successful social inclusion at different workplaces in order to assist workers and job seekers with intellectual disability to have a better chance of success in employment.
The information derived from this study may be used to enhance the social content of tertiary transition programmes and support in employment initiatives.

*Background to the study*

Work is important in people's lives, not just because it provides opportunities for people to be productive and earn money, but also because it provides opportunities for social interaction and community membership.

Each workplace has a different 'culture' shown by the way people work together, join in, talk to others, dress, and by the types of social events, celebrations and customs that take place. The kinds of social skills and strategies that people need to fit in with the 'culture' vary from workplace to workplace.

For some people fitting in socially at work can be difficult. If we can identify some of the key factors influencing inclusion in different workplace cultures then we can both target and teach the skills that people need to fit in socially at work, and work out a good match for the workplace and the worker or job seeker.

*About the study*

The first part of this study is to find out about the range and type of workplaces employing people with intellectual disability in the Napier/Hastings area.

The second part of the study is to find out more about different workplaces using the Workplace Culture Survey (Hagner, 2000) which is designed to identify the specific elements and events that form the culture of different workplaces, and to work out how well workers fit in with this culture.

The last part of the study is to identify some of the key factors influencing the social inclusion of workers with intellectual disability.

*What does the study involve for SUPPORT PEOPLE/ADVOCATES?*

I am seeking to gain informed consent from workers with intellectual disability to participate in this study. I would like to go over the Participant Information Sheet in consultation with their support person/advocate to ensure that the person fully

understands what the study is about, what they will be involved in if they consent to participate, and what their rights are in relation to the study.

Consenting participants will be involved over a two week period in:

- Interviews and conversations during which structured questions from the Workplace Culture Survey will be included.

- Observation during work and social times

Consenting participants have the right to:
- Decline to answer any questions
- Withdraw from the study at any time
- Ask any questions about the study at any time
- Provide information on the understanding their name will not be used unless permission is given
- Hear about the findings of the study when it is finished.

### How will the information be used?

I will use information gathered from interviews, conversations, and observations to write the final research report, and may use parts of the report for other publications arising from this research project.

### What happens to the information?

All information collected will be kept in a locked file in my office. My confidential password is required to access any data stored on my personal computer.

### What will happen when the project is finished?

I will report back to interested support people/advocates, participants, support in employment agencies, and employers on the findings of the study in writing or in person.

If you would like to discuss any aspects of this study in more detail please contact either my supervisor or myself.

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**Fitting in: Social inclusion in workplaces where people with intellectual disability are employed.**

**Results Information Sheet**

- 74 supported workers with intellectual disability were identified in the Napier/Hastings area.
- The main areas of employment were in the food industry, horticulture/agriculture, supermarkets and retail.
- The majority of supported workers were employed part-time, between 2 and 30 hours per week.
- 8 selected Napier/Hastings workplaces were surveyed using the Workplace Culture Survey (Hagner, 2000)

**Workplace Culture and Inclusion Levels of Supported Workers and Co-workers**

| Workplace Culture Elements | Number of Workplaces with this Element | Number of Co-workers Included in this Element | Number of Supported Workers Included in this Element |
|---|---|---|---|
| *Job Design:* | | | |
| ➢ Workers perform some tasks together | ➢ 8 | ➢ 8 | ➢ 8 |
| ➢ Some tasks are common to several jobs | ➢ 8 | ➢ 8 | ➢ 8 |
| ➢ Help and support is available | ➢ 8 | ➢ 7 | ➢ 8 |
| ➢ Workers have similar work shifts | ➢ 8 | ➢ 8 | ➢ 8 |
| ➢ Workers share some equipment | ➢ 8 | ➢ 8 | ➢ 8 |
| ➢ Workers names are displayed eg. roster | ➢ 6 | ➢ 6 | ➢ 4 |
| *Orientation and Review:* | | | |
| ➢ Most workers employed more than 1 year | ➢ 7 | ➢ 5 | ➢ 8 |
| ➢ Formal orientation for new workers | ➢ 8 | ➢ 3 | ➢ 3 |
| ➢ Worker performance formally reviewed | ➢ 6 | ➢ 5 | ➢ 3 |
| ➢ Ongoing training/pairing with co-worker | ➢ 8 | ➢ 5 | ➢ 7 |
| ➢ Items such as uniform, name badge issued | ➢ 7 | ➢ 6 | ➢ 7 |
| ➢ Opportunities for promotion available | ➢ 7 | ➢ 4 | ➢ 3 |
| *Social Opportunities:* | | | |
| ➢ Social times during work time | ➢ 8 | ➢ 8 | ➢ 8 |
| ➢ Social gathering places e.g. staffroom | ➢ 7 | ➢ 6 | ➢ 6 |
| ➢ Regular meal breaks available | ➢ 7 | ➢ 7 | ➢ 5 |
| ➢ Shared short break times available | ➢ 6 | ➢ 6 | ➢ 6 |
| ➢ Informal social interactions occur | ➢ 7 | ➢ 7 | ➢ 7 |
| ➢ Social activities organized by workplace | ➢ 6 | ➢ 4 | ➢ 5 |
| ➢ Regular after work socializing | ➢ 8 | ➢ 4 | ➢ 1 |
| *Customs and Practice:* | | | |
| ➢ Joking and humour | ➢ 7 | ➢ 6 | ➢ 6 |
| ➢ Special language, terms and jargon used | ➢ 6 | ➢ 6 | ➢ 5 |
| ➢ Code of dress and appearance | ➢ 8 | ➢ 8 | ➢ 7 |
| ➢ Personal touches to work space | ➢ 2 | ➢ 0 | ➢ 0 |
| ➢ Social customs eg. Lotto, playing cards | ➢ 5 | ➢ 5 | ➢ 3 |
| ➢ Special events celebrated eg. Birthdays | ➢ 7 | ➢ 7 | ➢ 6 |
| *Workplace Policies:* | | | |
| ➢ Regular staff meetings held | ➢ 8 | ➢ 8 | ➢ 2 |
| ➢ Same pay distribution method for all workers | ➢ 8 | ➢ 8 | ➢ 7 |
| ➢ Employee wellness/fitness programmes | ➢ 1 | ➢ 1 | ➢ 1 |
| ➢ Car pooling or public transport discounts | ➢ 2 | ➢ 1 | ➢ 0 |
| ➢ Employee incentives, awards and bonuses | ➢ 5 | ➢ 5 | ➢ 2 |
| ➢ Flexi-time for family/personal needs | ➢ 8 | ➢ 7 | ➢ 8 |

**Main Findings from the Interviews and Surveys:**
- Full-time workers had higher levels of inclusion than part-time workers.
- A higher level of on-job support from the employment support agency was linked to a lower inclusion level.
- The length of time of employment was not associated with higher inclusion levels.
- Lower expectations and making allowances for supported workers was linked to lower levels of inclusion.
- A relaxed supportive management style assisted inclusion.
- Employer and co-worker knowledge of people with disabilities was important for entry into work and level of inclusion.
- Positive, friendly and accepting employer and co-worker attitudes were linked to inclusion.
- Workers who are well-mannered, friendly, positive, and actively joined in conversations and joking were more likely to be included.