

Customized Employment

Annual Symposium on Inclusive Post-Secondary Education 2020

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The BC Initiative for Inclusive Post-Secondary Education respects and acknowledges the unceded territory of the Coast Salish Peoples, including the territories of the xwməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō and Səlílwətaʔ/Selilwitulh (Tseil- Waututh) Nations, Songhees, Esquimalt, WSÁNEĆ and Kwantlen peoples whose historical relationships with the land continue to this day.

Who are we?

- **Inclusion Facilitators with the BC Initiative**
 - **Emily Evans**, University of Victoria (UVic)
 - **Craig Eby**, UVic
 - **Carmen Lee**, Simon Fraser University
 - **Madison Friesen**, Trinity Western University (Langley, BC)

Overview

- **Contextualizing Customized Employment**
- **Customized Employment on the Ground:**
 - **Career-Identity Development**
 - **Research and Making Contact**
 - **Collaborating with a Potential Employer**
- **Format: Chime in on chat; breakout rooms for discussion, sharing insights in large group**

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Contextualizing Customized Employment

What makes CE uniquely effective?

History

**From 'Job Placement' (70s,
80s)...**

**To 'Job Development (90s,
2000s+)**

Breakout
#1

What are some differences between 'job placement' and 'job development'?

- *Different starting places? First steps?*

What is the impact of where you start from?

- *Different opportunities for 'fading out'?*
- *What kind of access to diverse job sectors (i.e. beyond food and retail)?*

■ Job Placement

- Starting Place: Job Market
 - leverages legal rights
 - competitive norm accepted
- Limited opportunity to 'fade out'
- Placement → accepting limited options

■ Job Development (Custom)

- Starting Place: The Job-Seeker
 - leverages creativity, collaboration
 - competitive norm disrupted
- Heightened opportunity to 'fade out'
- Customization → access to more diverse job sectors

Developing Career Identities with Students

How can we support students to explore what they are interested in and identify what type of jobs and careers suit their interests and skills best?

Where to start?

Reflecting on my own post-secondary experience:

What helped me most when I was exploring potential employment opportunities?

And what do you wish I had more support with?

What strategies have worked well to facilitate career planning and job ideas with students?

- Reflecting on previous work/volunteer experience that students have been involved with
 - What they liked and what they would want to change
- Completing online career/ personal reflection quizzes to determine possible job positions and relevant skills
- Mapping out what a positive job experience would look like with the student
 - What are some of the smaller details that the student would prefer while working? (length of shifts, location of employment, etc)
- Others?

Breakout #2

Family Engagement:

1. What are some strategies to engage families positively in the initial employment planning process?
2. How can we build trust with families and work together with them if there are certain challenges or barriers they are concerned about related to a student's employment opportunity?

Adjusting to the current Covid-19 Environment:

1. What impact has the pandemic had on student employment and career planning on your campus? What are we identifying as potential risks/new opportunities over the next year as businesses open back up?
2. What can we do differently now to prepare students for new types of employment in the near future?
(I.e. Adjusting to remote based work, new social distancing and mask protocols, or exploring different job sectors when some industries are closed indefinitely)

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Research and Making Contact

Much like many aspects of our work, we don't have "one size fit all" strategies or solutions...

So what has worked?

Tried and Tested



Email or phone



Good ol' resume and cover letter drop-off



Online Job Boards



Job Fairs



Others?

Off the Beaten Path?

- **Google Maps:** tool for seeking businesses and organization within proximity to student, especially useful for commuter students
- **Hidden Job Market*:** 80% of jobs never get advertised and 60% of people find employment through social networks
- **Self-Employment**
- **Business and Community Needs*:** consider opportunities that could fulfill a business or community need (ie. website to handle long line-ups or service to connect folks with isolated seniors during social distancing)
- **Others?**

** Source: Facilitator Employment Module by Arden*

Breakout #3

- How can we tap into the 80% of the job market that is not advertised?
- How can students utilize their own connections or their family connections?
 - What would be things to consider?
- How can we safeguard the typical student experience of seeking work when taking customized employment approaches?

Initial Conversation with an Employer

Inclusion Facilitators work closely with the employer and staff to tailor a position to the skills, abilities, and needs of the individual.

What are the key components of a pitch?

- Know your audience
- Make connections and FORM rapport (Family, Occupation, Recreation, Motivation)
- Value of equitable employment opportunities
- Person-centered, customized approach
- Role of a facilitator
- Share student specific information
- Job development questions
- Listen to the hiring needs of the employer
- Ask if they are interested in customizing a role
- Provide helpful resources

Supporting an authentic
employment experience

Background Support

Onboarding/ Training

Facilitating Natural Supports

Phasing out of the workplace

- What are the key components to your customized employment pitch? Any tips?
- How do you gauge an employer's openness to customizing a role in their workplace?
- What has onboarding/training looked like with social distancing regulations, any examples of students who have started working in this environment to share?

Breakout #4



Thank you