

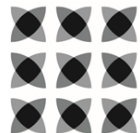


# Connecting Pathways to Employment with the Work Integration Social Enterprise (WISE) model

## Project Team

Perri Campbell, Erin Wilson, Jenny Crosbie and Robyn Eversole

Jaime-lee Demmer, Vicki Strachan, Hannah Pittaway, Lachlan Hodgson, and Paul Newling



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# »» ACKNOWLEDGEMENT OF COUNTRY

On behalf of those present I acknowledge the Wurundjeri people of the Kulin Nation who are the traditional custodians of the land on which we now meet. I pay my respect to their Elders: past, present and emerging.

I also pay my respect to all Aboriginal and Torres Strait Islander people of Australia and hope that the path towards reconciliation continues to be shared and embraced.



# »» ACKNOWLEDGEMENTS

## PROJECT TEAM

CSI: Perri Campbell, Erin Wilson,  
Jenny Crosbie and Robyn Eversole

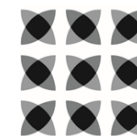
genU: Jaime-lee Demmer,  
Vicki Strachan, Hannah Pittaway,  
Lachlan Hodgson, and Paul Newling

## RESEARCH PARTICIPANTS

5 business enterprises  
at genU & 27 interviewees

## FUNDING FROM:

Department of Social Services:  
Information Linkages and Capacity  
Building Program (2021).



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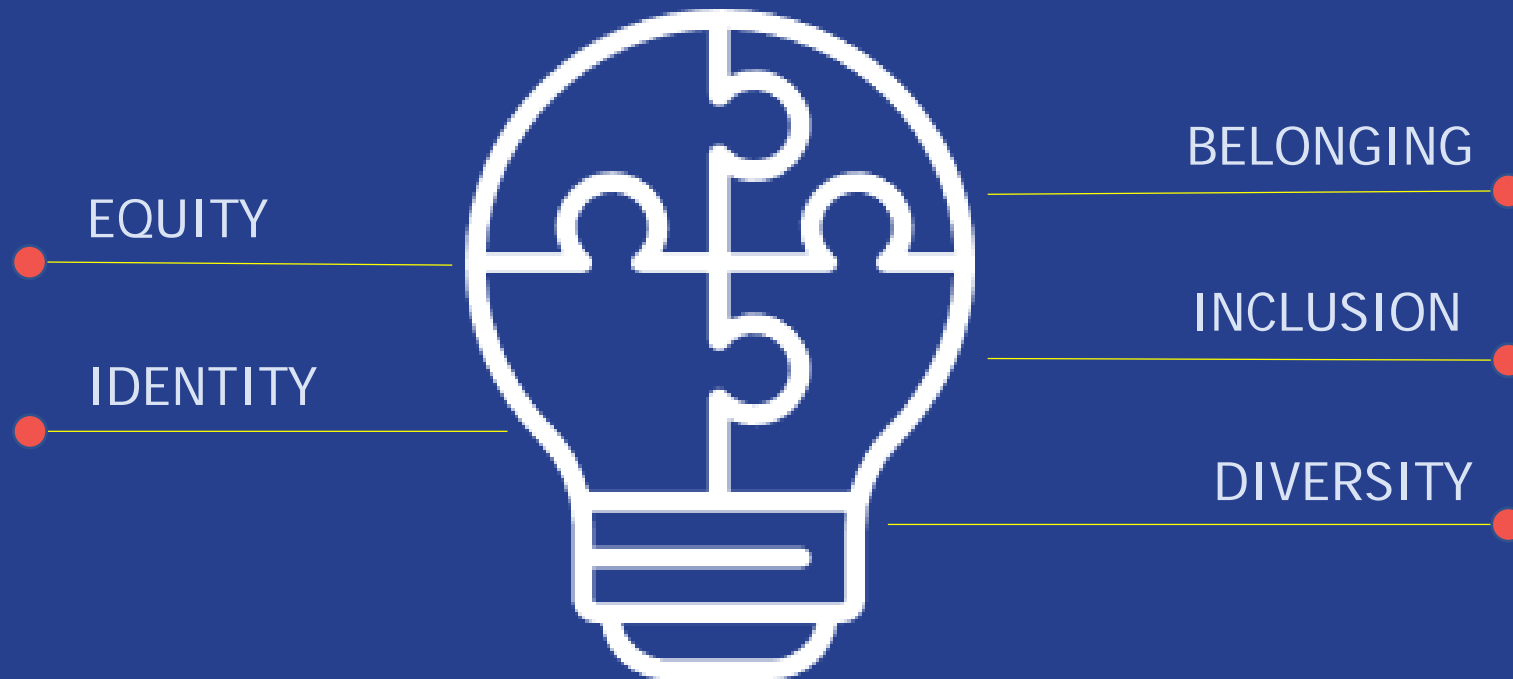


# >>> OVERVIEW

1 WISE-Ability model  
and Findings

2 genU Reflections  
and Project Resources

3 Questions and  
comments







## >> PROJECT BACKGROUND

Employment rates for people with disability have remained stagnant in Australia

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People remain in Australian Disability Enterprises (ADEs) for significant periods of time, often do not move into Open Employment

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Existing WISE model from previous research, designed for youth employment transitions

PROJECT OVERVIEW

# Perri Campbell





# PROJECT AIMS

## Adapt

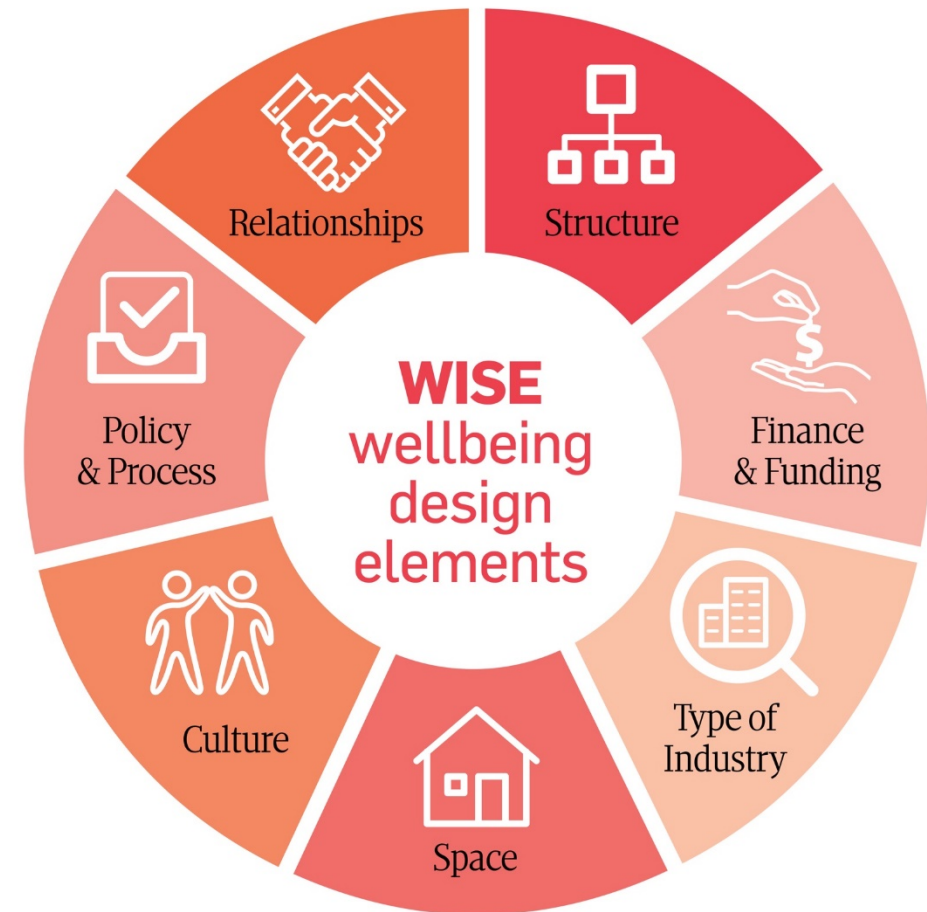
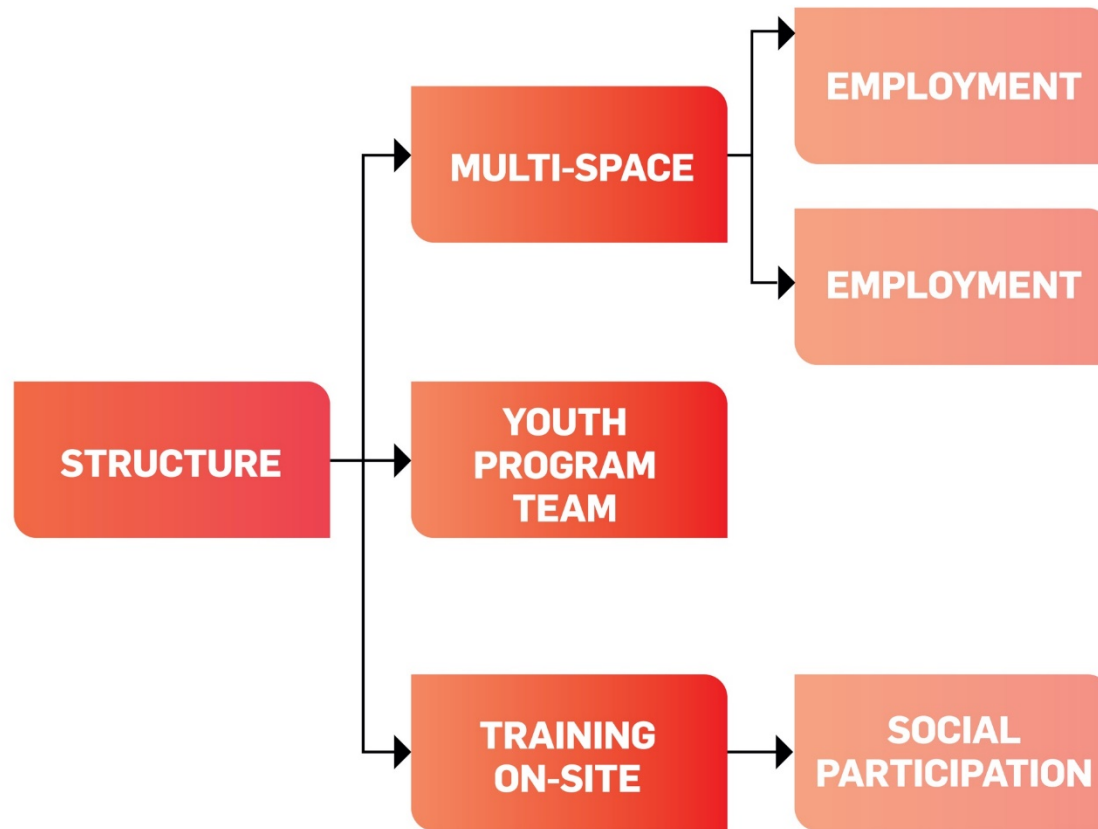
Adapt the WISE model for use in the Disability employment sector

## Embed

Embed the WISE model with genU Business Enterprises and Employment Pathways

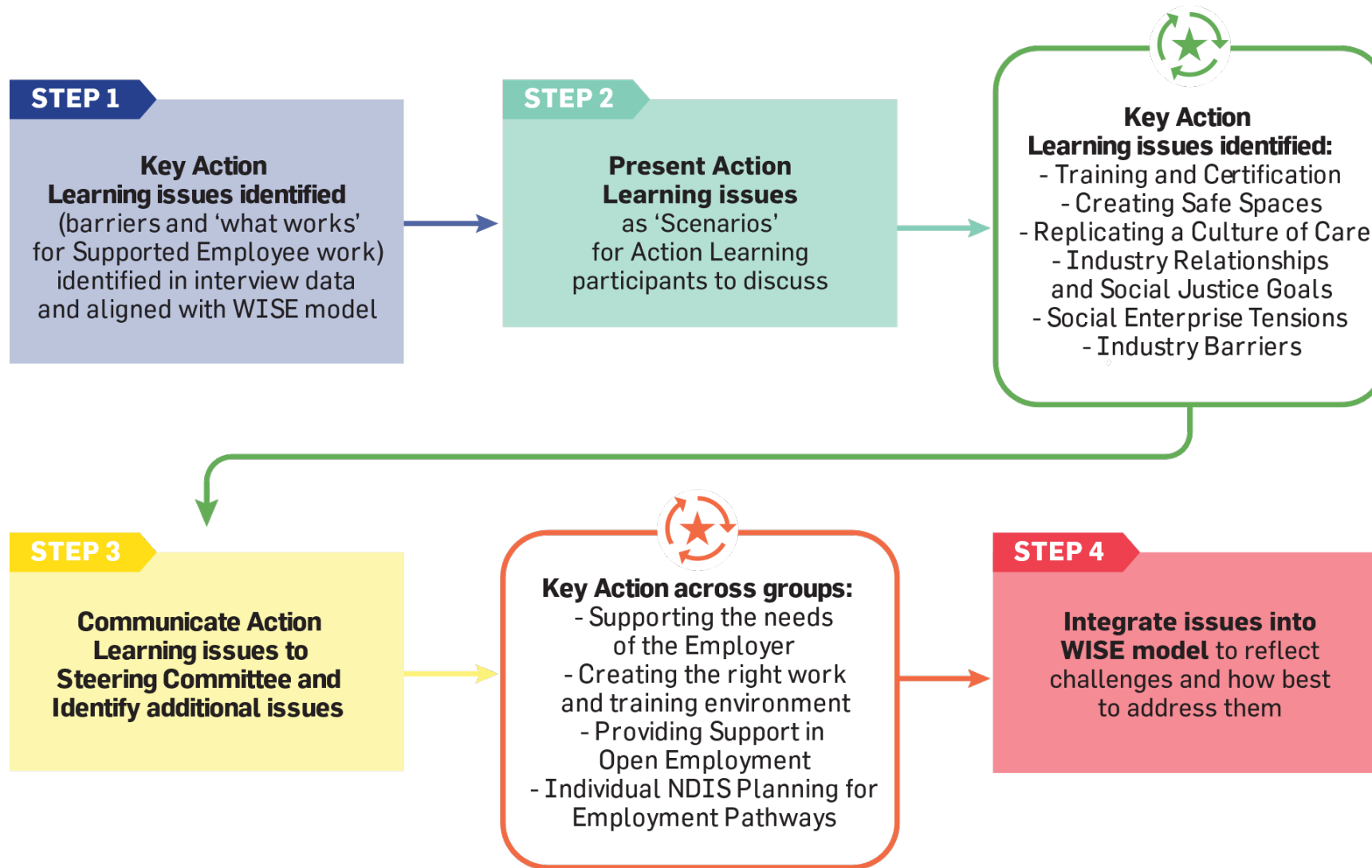


# >>> THE WISE 'SECRET SAUCE'





# ➤➤➤ APPROACH AND METHOD



## DATA COLLECTION

- Semi-structured interviews
- Action Learning workshops
- Steering Committee Meetings

# Findings



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# >> BARRIERS TO EMPLOYMENT

**Lack of 'Flexibility'** in the  
NDIS Individual funding model

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**Employer knowledge and confidence,**  
and lack of resources to guide employers

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**Reduced supports** in Open Employment

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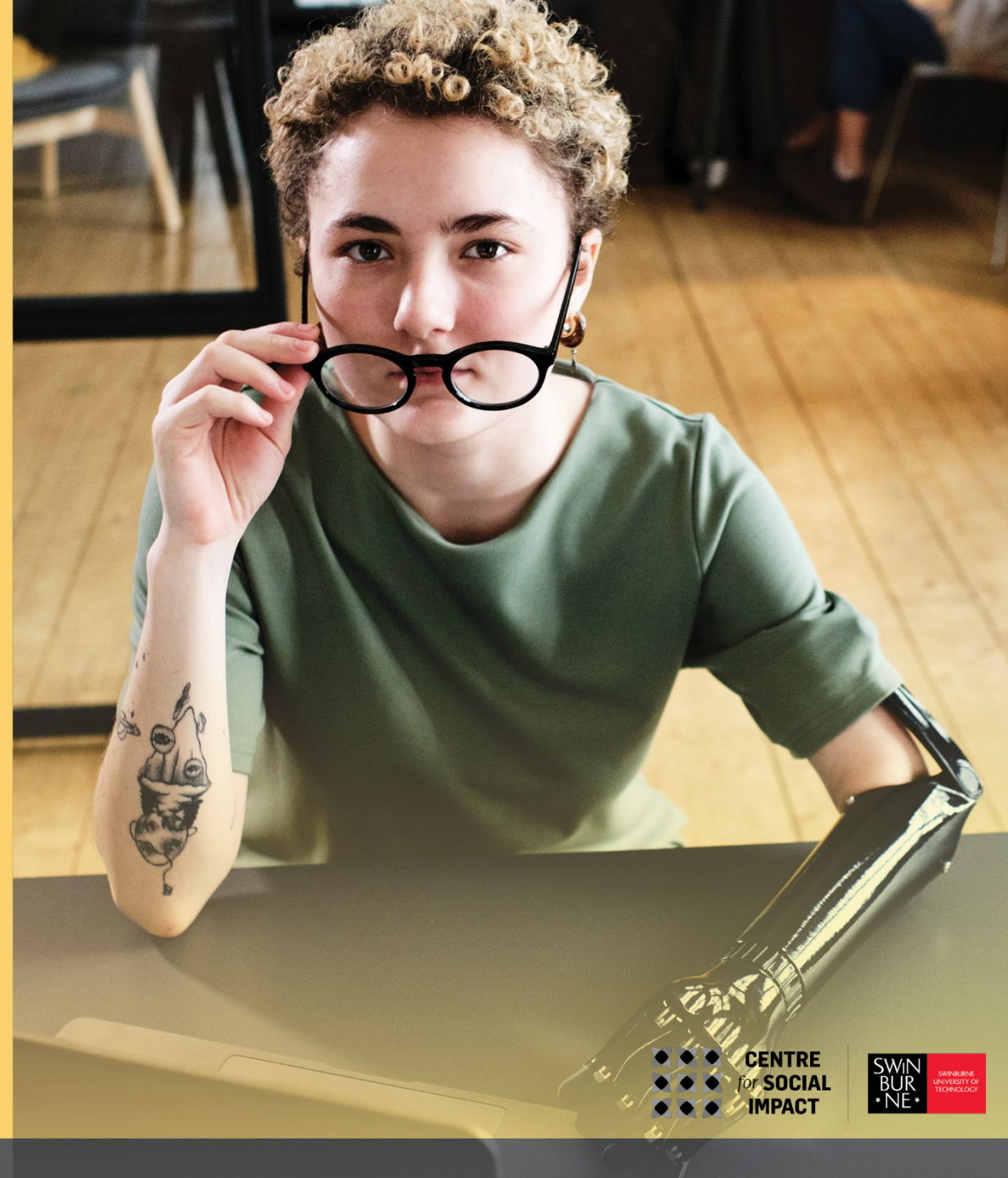
**Social Stigma** regarding the capacity of  
Supported Employees in Open Employment

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Work environments that require  
**specialised skills where these  
environments are not tailored  
to the individual**

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**Lack of preparation  
and support** for school-leavers







## »» FACILITATORS OF EMPLOYMENT

**Investment of time and staffing resources** in equipping supported employees with the skills and confidence required for the job

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Maintaining **strong support networks** for supported employees

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**Preparing employers** by communicating individual needs

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Building an **inclusive culture**

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Embracing **purposeful work customisation**

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**On the job supports** with a go-to person



# WISE-ABILITY MODEL



<b>Customised Employment and job carving</b>
<b>Hybrid Employment</b>
<b>Discovery</b>
<ul style="list-style-type: none"> <li>• Everyday discovery</li> <li>• Formal discovery process</li> </ul>
<b>Using services and supports</b>
<ul style="list-style-type: none"> <li>• Local Area Coordinator (LAC)</li> <li>• Support Coordinator and Hands-on Support</li> </ul>
<b>Using funding flexibility</b>

<b>Multi-site locations</b>
<ul style="list-style-type: none"> <li>• Diversity and choice</li> <li>• Variety and preparation</li> </ul>
<b>Wraparound support team</b>
<ul style="list-style-type: none"> <li>• Tailored support</li> <li>• Mentoring and check-ins</li> <li>• Healthy work-life balance</li> <li>• Transport</li> </ul>
<b>Training and development</b>
<ul style="list-style-type: none"> <li>• Hands-on learning and training</li> <li>• Certified and accredited training</li> <li>• Task matching</li> <li>• Modifying work practices and accessible equipment</li> <li>• Building personal, social and real work skills</li> <li>• Real workplace conditions</li> </ul>

<b>Environment and work pace</b>
<ul style="list-style-type: none"> <li>• Busy environment</li> <li>• Calm environment</li> </ul>
<b>Accessible and modifiable layout</b>
<ul style="list-style-type: none"> <li>• Accessibility and adjustments</li> <li>• Outdoor learning and work</li> </ul>
<b>Safe time and areas</b>
<ul style="list-style-type: none"> <li>• Quiet rooms</li> <li>• Walking and driving</li> </ul>

<b>Who should work at the WISE?</b>
<ul style="list-style-type: none"> <li>• Guidance for staff</li> </ul>
<b>Formal communication channels</b>
<ul style="list-style-type: none"> <li>• Staying in touch throughout the day</li> </ul>
<b>Engaging stakeholders</b>
<ul style="list-style-type: none"> <li>• Communication with family and networks</li> </ul>
<b>Policies that support disability focused WISE</b>
<ul style="list-style-type: none"> <li>• Intake</li> <li>• Shared rules</li> <li>• Risk management</li> </ul>
<b>Tailored business systems</b>
<ul style="list-style-type: none"> <li>• Visual and tactile tools</li> </ul>
<b>Structure, routine and support</b>
<ul style="list-style-type: none"> <li>• Daily structure</li> <li>• Staff visibility</li> </ul>



<b>Type of industry</b>
<ul style="list-style-type: none"> <li>• Diverse industry engagement</li> <li>• Inclusive industries</li> </ul>
<b>Labour market and employment</b>
<ul style="list-style-type: none"> <li>• Employable skills</li> </ul>

<b>Social good and financial benefit</b>
<b>Funding options</b>
<ul style="list-style-type: none"> <li>• NDIS funding</li> </ul>
<b>Diverse business offerings</b>

<b>Building shared goals and knowledge</b>
<ul style="list-style-type: none"> <li>• New relationship opportunities</li> <li>• Shared goals for pathways</li> </ul>
<b>In-depth relationships</b>
<ul style="list-style-type: none"> <li>• Trusting relationships</li> </ul>

<b>Going 'above and beyond'</b>
<ul style="list-style-type: none"> <li>• Trust</li> <li>• Respect</li> </ul>
<b>Belonging</b>
<ul style="list-style-type: none"> <li>• Buddies working together</li> <li>• Understanding</li> </ul>
<b>High quality products and services</b>
<ul style="list-style-type: none"> <li>• Quality focused business</li> </ul>

## >> 3. Culture



### Going 'above and beyond'

- Trust
- Respect

### Belonging

- Buddies working together
- Understanding

### High quality products and services

- Quality focused business

'They're excellent here ... You're not looked at or judged like you have a disability here.'  
(Supported Employee)

'Staff and crew are working side by side... but we're becoming more like an Open Employment style business because we're getting more Staff and they're working side by side.' (Staff)

"So can you do hampers? Can you bring us a small, medium, and large?" And we actually went one further. We took about eight different-sized boxes, and then we took four big boxes of just all different products.' (Staff)

Respect

Buddies

Quality

## 8. Pathways to employment



**Customised Employment  
and job carving**

**Hybrid Employment**

**Discovery**

- Everyday discovery
- Formal discovery process

**Using services and supports**

- Local Area Coordinator (LAC)
- Support Coordinator and Hands-on Support

**Using funding flexibility**

'... people don't want to leave Business Enterprises because it's a safe, supported environment and I get that, like we don't want to leave something that we love and that our friends are there and we've built relationships. So it's about having those conversations but it doesn't necessarily mean you have to leave – maybe you could be doing something at Business Enterprises and in Open Employment.' (genU Staff)

Hybrid







## Customised Employment Steps

Supported Employment (Business Enterprises)



Discovery and Individual Support plan



Relationships with employers/match participant



Participant and employer expectations



Map the workspace - introductions/tours

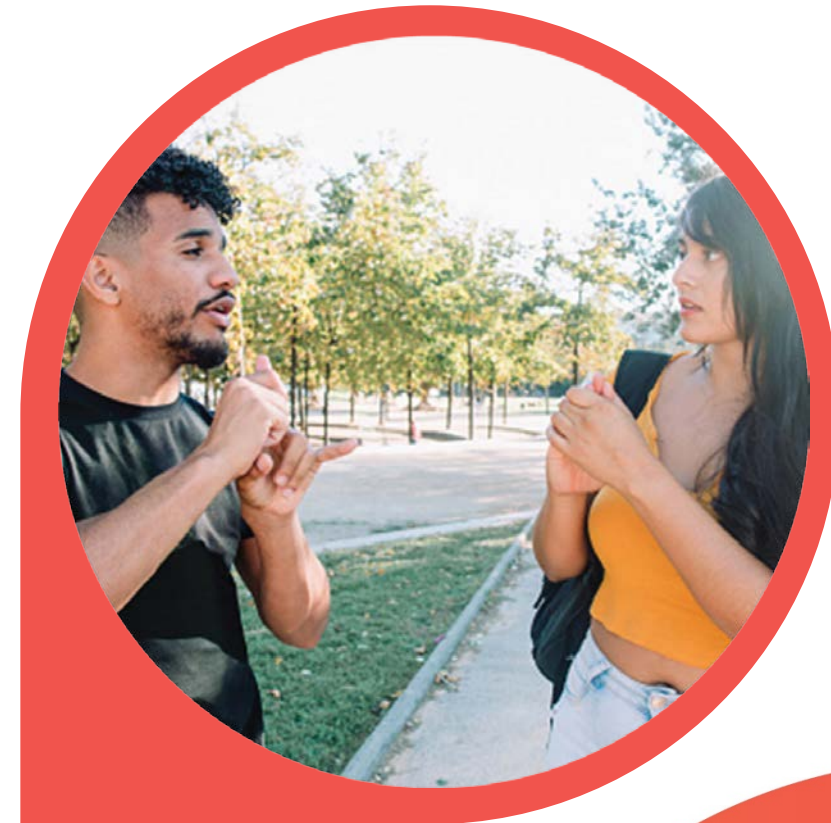


Supported Job Placement/Trial

## »» CASE STUDY: 'Kassy'

- ❑ Has **hands-on experience**/strengths in Hospitality and Warehouse work, particularly food preparation: chopping/peeling.
- ❑ Been trained in **workplace health and safety**
- ❑ Found benefit from having a **calm/quiet space** to take time out
- ❑ Has **NDIS funding** for a Support Worker to visit her on-site
- ❑ Is looking for an **entry level position** tailored to her strengths, with preparation via job shadowing/trialling
- ❑ Enjoys **gardening** when not at work
- ❑ Utilises **assistive technology** for a hearing impairment

**Kassy uses: '...a laminated printout of all the foods you need to make in a week, and you've just got to tick all of them off at some point during the week.'** (Supported Employee)



# WISE-Ability Training Guide



## STRUCTURE

Allow time for individuals to prepare themselves to change work spaces and environments



## SPACE & ENVIRONMENT

Provide calm spaces and busy/active spaces for work by sectioning off tasks and work areas



## CULTURE

Create opportunities for Supported Employee voices to be heard; i.e. feedback at staff meetings



## RELATIONSHIPS

Set up an induction process for supported employees, a briefing for all staff to build team work and strengths based culture



## FINANCE & FUNDING

Consider diverse business offerings: running multiple businesses or enterprises in key industries can help to secure relationships, jobs and contacts with a range of partners



## INDUSTRY

Prioritise inclusive industries that offer a supportive workplace culture and environment



## POLICY & PROCEDURE

Provide guidance for staff about how best to provide support



## PATHWAYS TO EMPLOYMENT

Create pathways to outside work experiences and opportunities that match up with individual interests, strengths and needs



GENU REFLECTIONS

**Lachlan Hodgson**  
**Jaime-lee Demmer**



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# Business Enterprises



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UNIVERSITY OF  
TECHNOLOGY





# PROJECT RESOURCES

# »» EMPLOYER TOOLKIT

Awareness  
Raising Sessions

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Guide and  
Factsheets

WISE-Ability **Training Guide**

Funding for Employers

Inclusive Communication

Reasonable Adjustments

Job Carving

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Job Shadowing

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Work Experience

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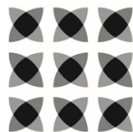


# Q&A





Thank you!



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