



**The Use of Workplace Skills-Based Prior Learning
Assessment and Recognition: Strategies for Persons with
Acquired Physical Disabilities in Employment Transition**

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Centre for Education and Work

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Table of Contents

Executive Summary.....	4
Study Overview	9
Background to the study.....	10
Literature Review	11
Research Methodologies and Analysis Plan	14
Study Findings.....	18
Employment Challenges for Persons with Acquired Disabilities	28
The Role of Services for Persons with an Acquired Disability in the Employment Process.....	30
Participants’ Perspective on Employers’ Hiring Practices for Persons with Acquired Disabilities	31
The Option of Self-Employment for Persons with Acquired Disabilities	33
Government Supports for Hiring and Retaining Persons with Acquired Disabilities.....	33
Observations and Recommendations.....	34
Conclusion.....	36
References	37
Appendix I: Bibliography	38
Appendix II: INTERVIEW Questionnaires & FOLLOW-UP Surveys.....	45
Appendix III: Follow-Up Survey results	59

The Use of Workplace Skills-Based Prior Learning Assessment and Recognition: Strategies for Persons with Acquired Physical Disabilities in Employment Transition

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Executive Summary

Canada is experiencing a skills shortage in many occupations. According to the results of a national research study on the effective use of workplace Prior Learning Assessment and Recognition (PLAR) conducted by the Centre for Education and Work¹ (CEW), individuals with identified transferable skills are more likely to find a greater number of new work opportunities across industry sectors when in employment transition than those without such skills. The results of the CEW study demonstrate that people with acquired disabilities tend to have greater difficulties envisioning their transferable skills in new occupational contexts. Many people with acquired disabilities tend to focus on what they used to be able to do in the workplace rather than placing a redefined emphasis on what they can continue to do in the future. Because of their disabilities, they often do not feel confident to take on new areas of work or occupational development.

This Canadian Council on Learning (CCL) -funded project focused on the use of a Prior Learning Assessment and Recognition (PLAR) strategy, specifically, the development of a portfolio, to help individuals with acquired disabilities to address workforce reintegration issues. Issues faced by persons with acquired disabilities re-entering the workforce include loss, re-thinking career hopes and plans, and developing new or different goals and outcomes. The PLAR process of portfolio development has been demonstrated to help individuals prepare themselves for re-entry into the workforce by identifying alternative or untapped strengths for transferability to the workplace.

Using Prior Learning Assessment and Recognition (PLAR) in a workplace context is a recent phenomenon. PLAR strategies have typically been used to help individuals gain academic credit within an educational institution for experiential learning. However, by using a portfolio strategy that focuses on identifying the individual's occupational and transferable skills for

¹ This study, "PLAR: Workers in Transition," was a three-year study on the effectiveness of Portfolio for workers in employment transition. The study was funded by Human Resources and Skills Development Canada.

employment placement within a workplace context, workers can identify occupational goals and develop new career options. PLAR is an especially important tool for workers who are no longer able to do the jobs they once did for reasons of health or disability.

The portfolio process is a facilitated, reflective process designed to help individuals discover, identify and document their personal, experiential and transferable workplace skills and strengths. At the end of the facilitated process, a portfolio is produced which is a physical presentation of the individual's skills. The portfolio links categories of job knowledge and skills (such as communication) with evidence or documentation that individuals have gathered from work, home, community or other experiential demonstrations. In the CEW national study, the portfolio was demonstrated as an effective tool for helping workers in employment transition to identify their workplace skills and strengths to help them obtain new employment.²

The purpose of this study was to identify the ways in which the PLAR process can assist persons with disabilities to redefine their workplace strengths in order to attain new and satisfying employment. According to the International Labour Organization³, persons with disabilities tend to experience higher unemployment and have lower earnings than persons without disabilities, or they are often under employed.

This CCL-funded study focused on the portfolio process as a vehicle for the development of new and transferable skills identification. Study participants participated in a 40-hour portfolio course. A focus group was held with support agencies and with persons with acquired disabilities prior to the development of instruments to confirm key issues and refinement of the curriculum materials delivered in the portfolio workshops.

The research with participants was conducted primarily through qualitative methodologies, but also included limited quantitative methodology. The research formats included pre- and post-portfolio interviews with participants, participant observation in the classroom, two follow up surveys with participants over the duration of the study, and a focus group near the completion of the study. Some quantitative background information about participants was also gathered by means of an Orientation survey. All research was conducted in Winnipeg; however, it is understood that the process and the findings are applicable nationally. The study methodology was compliant with the Centre for Education and Work's Ethics Guidelines.

² PLAR: Workers in Transition Study conducted by the Centre for Education and Work

³ ILO press release, Dec.3, 2007

The data were analyzed for trends occurring within the qualitative data gathered from the post-portfolio interviews. Of interest was whether and how the portfolio development process (including the workshops and the participants' development of the physical portfolios) were of benefit to participants in their job search process. Particular areas of focus included whether participants have a greater range of employment opportunities, more confidence in the job application and interview process, and increased skills identification as a result of participating in a workplace PLAR process.

Observations and Recommendations

Observation 1: For many persons with disabilities, the portfolio process is equally or more important than the portfolio product. The opportunity to identify and reflect upon one's skills in a guided way and put them into a context of a job search is very useful in an employment transition process.

Observation 2: The portfolio process teaches individuals to articulate goals and skills and direction. Clearer goals, a better sense of skills, and the ability to know what direction to go in helps persons with a disability make better decisions about the types of work and work environments that will satisfy them.

Observation 3: The positive effects of the portfolio workshops are sustained over time. People continue to be positive about the impact of the workshops at 3 and 6 month intervals. It is a good investment.

Observation 4: Portfolio workshops are effective when delivered to small groups. The group provides effective support, networking opportunities and creative examples and suggestions to individuals who are in similar circumstances. The group process allows individuals to take a leadership role within the group.

Observation 5: Portfolio workshops help persons with disabilities to feel more confident. Participants reported that they gained overall confidence, confidence about getting a job, and confidence about applying for a greater range of jobs.

Observation 6: The portfolio process helps persons with disabilities to identify skills in areas they may not have thought of before, particularly transferable skills. The portfolio process helps individuals to think differently about their skills, find skills they thought they didn't have, realize they have more skills than they originally thought they had, or to use their skills differently.

Observation 7: Portfolio helps individuals with a disability to find direction, identify new areas of employment possibility, and also broaden the scope of their skills and employment opportunities by incorporating hobbies, volunteer, and other life experiences.

Observation 8: Portfolio helps individuals with a disability prepare for and conduct a job interview by helping them to be more positive and better able to identify and discuss their work skills. The portfolio helps connect the dots for prospective employers by providing evidence of the candidate's skills.

Observation 9: Portfolio helps individuals with a disability identify what they can do instead of what they cannot do by helping them focus on their skills and strengths rather than on their disability.

Recommendations

There are two main categories of recommendations: Supports and Education.

Supports

a. Employers

Easy to access and comprehensive financial support in the hiring and accommodation of persons with an acquired disability would reduce the risk level on the part of employers.

b. Individuals

In addition to effective supports in the job search process, many persons with disabilities require effective mentoring and supports on the job. It is essential that attempting employment does not result in the loss of benefits and other supports.

c. Agencies

This study was not intended to be a review or critique of agency and government supports to persons with an acquired disability in the job search process. However, the reflections of study participants have indicated that they do not find the supports adequate enough to result in helping them to secure employment.

Education

a. Employers

Employers must know why and how to accommodate and mentor persons with an acquired disability in their workplace. Making information about accommodation available is not as effective as proactively ensuring that employers have this information.

b. Individuals

Portfolio development for persons with an acquired disability, with an emphasis on identifying and providing evidence of workplace skills, is helpful workplace preparation. The portfolio process is practical, skills and values based, forward looking and positive. Individuals would benefit from opportunities to participate in portfolio workshops with a specialized curricula focus on workplace transition and re-entry for persons with acquired disabilities. Work-based portfolio should be offered on a regular basis to individuals seeking employment, in the same way that academic portfolio courses are offered to individuals seeking credit in educational institutions.

c. Agencies

Agencies, such as support and employment agencies, would benefit from incorporating portfolio workshops into their service offerings. Employment counselors and agency workers should be trained to facilitate portfolio workshops using techniques for working with persons with acquired disabilities.

Conclusion

This study has demonstrated a number of exciting possibilities about the benefits of PLAR strategies, especially portfolio, for persons with acquired disabilities in employment transition. Many individuals with an acquired disability need support to effectively manage the process of identifying skills with which to transition to a new type of employment. The study demonstrates that developing a portfolio is an effective way to address these assumptions.

It is clear that much improvement is required to increase the number of persons in the workplace with disabilities. Hiring, retention and accommodations must be a major focus. Both the employees and employers will benefit from attention to these unmet needs.

The Use of Workplace Skills-Based Prior Learning Assessment and Recognition: Strategies for Persons with Acquired Physical Disabilities in Employment Transition

“I guess that would be, not to give up. Just to keep going and to try and put as many things on to paper as you can: volunteer work, work experience, things that have happened to you in your personal life, because those things might benefit you when you go in for a job interview.”

Gregory

Study Overview

Canada is experiencing a skills shortage in many occupations. According to the results of a national research study on the effective use of workplace Prior Learning Assessment and Recognition (PLAR) conducted by the Centre for Education and Work⁴ (CEW), individuals with identified transferable skills are more likely to find a greater number of new work opportunities across industry sectors when in employment transition than those without such skills. The results of the CEW study demonstrate that people with acquired disabilities tend to have greater difficulties envisioning their transferable skills in new occupational contexts. Many people with acquired disabilities tend to focus on what they used to be able to do in the workplace rather than placing a redefined emphasis on what they can continue to do in the future. Because of their disabilities, they often do not feel confident to take on new areas of work or occupational development.

This Canadian Council on Learning (CCL) -funded project focused on the use of a Prior Learning Assessment and Recognition (PLAR) strategy, specifically, the development of a Portfolio, to help individuals with acquired disabilities address workforce reintegration issues. Potential issues faced by persons with acquired disabilities re-entering the workforce include loss, re-thinking career hopes and plans, and developing new or different goals and outcomes. The PLAR process of portfolio development has been demonstrated to help individuals prepare themselves for re-entry into the workforce by identifying alternative or untapped strengths for transferability to the workplace.

⁴ This study, “PLAR: Workers in Transition,” was a three-year study on the effectiveness of Portfolio for workers in employment transition. The study was funded by Human Resources and Skills Development Canada.

Using Prior Learning Assessment and Recognition (PLAR) in a workplace context is a recent phenomenon. PLAR strategies have typically been used to help individuals gain academic credit within an educational institution for experiential learning. However, by using a portfolio strategy that focuses on identifying the individual's occupational and transferable skills for employment placement within a workplace context, workers can identify occupational goals and develop new career options. PLAR is an especially important tool for workers who are no longer able to do the jobs they once did for reasons of health or disability. The portfolio process is a facilitated, reflective process designed to help individuals discover, identify and document their personal, experiential and transferable workplace skills and strengths.

At the end of the facilitated process, a portfolio is produced which is a physical presentation of the individual's skills. The portfolio links categories of job knowledge and skills (such as communication) with evidence or documentation that individuals have gathered from work, home, community or other experiential demonstrations. Typically, portfolios are used to help individuals gain academic credit for prior learning. In the CEW national study, the portfolio was demonstrated as being an effective tool for helping workers in employment transition to identify their workplace skills and strengths to help them obtain new employment.

The purpose of this study was to identify the ways in which the PLAR process can assist persons with disabilities to redefine their workplace strengths in order to attain new and satisfying employment. According to the International Labour Organization⁵, persons with disabilities tend to experience higher unemployment and have lower earnings than persons without disabilities, or they are often under employed.

Background to the study

From 2003 – 2006, the Centre for Education and Work conducted a major study in Canada that examined the use of PLAR strategies, in particular portfolio development, as a means to prepare workers in transition to re-enter the labour force. The Final Report of the *PLAR: Workers in Transition* study identified seven observations and four recommendations. The study demonstrated that engaging in the Portfolio development process and developing a skills-based portfolio are effective in preparing workers in employment transition for the job search process.

The research conducted by the Centre for Education and Work with individuals in employment transition found the PLAR portfolio process to be “transforming” in identifying employment

⁵ ILO press release, Dec.3, 2007.

goals and directions. Within the 2003-2006 Workers in Transition study, there were a number of participants who had acquired a disability through illness or injury, and who were now exploring alternative career options through the Portfolio workshops. As one participant put it, “I’m at a cross roads of indecisions. I already know what I can’t do. I need to learn what I can do.”

The additional barriers that individuals with acquired disabilities face in identifying current skills and new employment opportunities were not fully explored in that research study. However, post-portfolio interviews with various participants with acquired disabilities confirmed that they would have benefited from a PLAR strategy that helped them focus on the relation of their disability to their former work, the frustration of no longer being able to do the work they used to, and an understanding of their capabilities in terms of workplace opportunities. This finding formed the basis for the research conducted in this CCL-funded study.

Literature Review

There is a dearth of academic study on the use of PLAR strategies, including the use of portfolio, to support workforce re-entry for persons with acquired physical disabilities. A comprehensive search of academic journals (see Bibliography) for information on how PLAR processes can support persons with acquired disabilities in making the transition to new occupational contexts obtained no results. A search of the ERIC database using “PLAR” and “Disabilities” as keywords found 0 results.

The literature search found only one entry that described access to the national vocational qualifications for learners with disabilities using PLAR processes. A short article entitled *NVQs and Learners with Special Needs. National Vocational Qualifications Number 3*. London, Eng.: Further Education Unit. (March 1990), described the role adult education colleges in England can play in facilitating access to the national vocational qualifications for learners with disabilities using PLAR processes.

A broader search focused on published literature pertaining to employment transition, opportunities, strategies, and barriers to re-entering the workforce for mainstream workers who are in employment transition as a result of acquired disabilities. For this review, the EBSCOhost database was searched and a variety of search engines were utilized, including Clusty, Google, Pandia and AltheWeb. Key search terms included: acquired disability and PLAR, workers in transition, adapting to disability, job accommodation, accessibility, employment and disability, acquired disability, workplace and disability, return to work and disability, employment barriers for persons with disability. All literature reviewed was published by

recognized sources, such as the Canadian Abilities Foundation, HRSDC, Equal Opportunity Ontario, International Labour Organization, and Institute for Work & Health, among others, and also included a variety of articles from refereed journals such as The Journal of Rehabilitation, Journal of Disability Management Research and Journal of Vocational Rehabilitation. Two major themes appeared in the literature: job accommodation and attitudes. Both themes referred to employers and persons with acquired disabilities. Three major pieces of literature provide a comprehensive report of the situation facing persons with disabilities (including acquired disabilities) and work. These are: *Neglected or Hidden: Connecting Employers and People with Disabilities in Canada*, by The Canadian Abilities Foundation; *Diversity Planning for Inclusive Employment* (Employer Survey), commissioned by The Canadian Council on Rehabilitation and Work; and *Multi-Sector Strategy Forum on Increasing the Employment of Persons with Disabilities* (Final Report). All three address a wide range of concerns related to persons with disabilities and work. An annotated bibliography is contained in the Appendices to this report.

Background Statistical information on Disability

In 2006, 4.4 million Canadians living in households reported having an activity limitation, yielding a disability rate of 14.3% (Statistics Canada, 2006). The Statistics Canada survey results confirm that the disability rate in Canada increases steadily with age. Among those aged 45-54 there were 740,990 persons with disabilities, or 15.1%. Among those aged 55-64 there were 824,920 persons with disabilities, or 22.8%. Among those aged 65 and over there were 1,757,590 persons with disabilities, or 43.4%.

According to the publication, *Advancing the Inclusion of People with Disabilities* (HRSDC, 2006):

Overall, the employment situation of people with disabilities has improved over the last 6 years. The percentage of people with disabilities who were employed full-time, full-year increased from 42.4% in 1999 to 46.4% in 2004, compared to an increase from 62.8% to 65.3% for people without disabilities. However, people with disabilities are much more likely to be unemployed or out of the labour force than are people without disabilities (35.2% vs. 13.7%). In 1987, the highest concentration of people with disabilities in the workforce was in clerical and then manual and trade occupations (39.6% and 28.3% respectively). In 2004, their highest numbers were still in clerical (41.9%), followed by manual and trade (22.4%) and professional occupations (16.2%). In terms of their distribution, the most significant increase was among the professionals and semi-professionals. In 1987, 2003, and 2004, the number of people with disabilities who left the workforce exceeded the number hired, leading to serious erosion of this

designated group. The problem may be related to the retention of people with disabilities and the unmet need for work-related accommodations.

The International Labour Organization (ILO) in a press release (Dec. 3, 2007) called for new efforts to support people with disabilities in the workforce. The ILO estimated that some 650 million people – or one out of 10 people in the world – have a disability, and of these, approximately 470 million are of working age. While many are successfully employed and fully integrated in society, people with disabilities, as a group, often face disproportionate levels of poverty and unemployment. The ILO reported that there are many challenges faced by people with disabilities in the world of work, including: a concentration in low-level, low-paid jobs; lack of adequate representation at higher levels; problems of access to workplace areas, transportation and housing; the risk of losing benefits on starting work; and prejudices among co-workers, employers and the general public. People with disabilities tend to experience higher unemployment and have lower earnings than people without disabilities, or they are often under employed. Citing World Bank studies estimating that social exclusion from the workplace costs the global economy between US\$1.37 to US\$1.94 trillion in estimated annual loss in GDP, the ILO Skills and Employability Department added that “providing decent work for people with disabilities thus makes social as well as economic sense.” The ILO stated that there is a need for skills training to improve employability and productivity.

Conclusions of Literature Review

The major themes in the literature echo “job accommodation” and “attitudes” in relation to disability and the workplace. Most of the literature centres on persons with disabilities: persons with acquired disabilities are not singled out, mainly because the barriers are the same. However, there are variations in the psychosocial adaptation to the disability. For example, people born with disabilities often look at the disability as an extension of themselves, whereas the adult with an acquired disability does not – at least at first. According to Malachy Bishop, in an article in the *Journal of Rehabilitation* (April-June, 2005),

“In contrast to persons with congenital disabilities, for whom research suggests that the process of body image and identity development is likely to be similar to that of children without disabilities, persons who experience later-onset chronic illness or acquired disability (CIAD) may find their sense of self suddenly and dramatically challenged or altered. These persons may be faced with significant changes in their social and familial relationships and life roles while dealing concurrently with psychological distress,

physical pain, prolonged medical treatment, and gradually increasing interference in or restriction of the performance of daily activities.”⁶

As noted in a publication from the International Labour Office (ILO) entitled *Managing Disability in the Workplace* (2001), it is important to be aware that:

People with disabilities are not a homogeneous group. They may have a physical disability, a sensory, intellectual or mental disability. They may have had a disability from birth, or acquired this in their childhood, teenage years or later in life, during further education or while in employment. Their disability may have little impact on their ability to work and to take part in society, or it may have a major impact, requiring considerable support and assistance. Throughout the world, people with disabilities are participating and contributing in the world of work at all levels. However, many persons with disabilities who want to work do not have the opportunity due to many barriers.

Research Methodologies and Analysis Plan

Research Methodologies

An initial literature review of published research relevant to workplace transition for individuals with acquired disabilities was conducted to identify any research that might be used in connection with this study.

The study focused on the portfolio process as a vehicle for the development of new and transferable skills identification. Study participants participated in a 40 hour portfolio course. A focus group was held with support agencies and also with persons with acquired disabilities at the outset of the study to confirm key issues and to refine the curriculum materials delivered in the portfolio workshops.

The research with participants was conducted primarily through qualitative methodologies, but also included limited quantitative methodology. The research formats included a survey conducted during a participant orientation session, pre- and post-portfolio interviews with participants, participant observation in the classroom, two follow-up surveys with participants over the duration of the study, and a focus group near the completion of the study. Some quantitative background information about the participants was also gathered. All research was

⁶ Bishop, Malachy. Quality of Life and psychosocial adaptation to chronic illness and acquired disability: a conceptual and theoretical synthesis. *Journal of Rehabilitation*, (April-June 2005).

conducted in Winnipeg; however, it is understood that the process and the findings are applicable nationally.

Focus Groups and Interviews

Prior to participant recruitment, the lead researcher and the portfolio developer and deliverer met with major community agencies providing services to persons with acquired physical disabilities, to better understand the service context in which this study would be conducted. At this meeting, agency representatives agreed that a portfolio study would provide valuable information for the provision of services for persons with acquired physical disabilities seeking to re-enter the job market.

Meetings were also held with a psychiatrist and a psychologist who provide service to persons with disabilities.

A meeting was arranged with Stephen Fletcher, MP for Charleswood - St. James - Assiniboia in Winnipeg. The purpose of the meeting was to better understand, from a personal perspective, the experience of adapting to an acquired physical disability and re-entering the workplace.

Mr. Fletcher spoke of the potential for a huge financial risk if persons with acquired disabilities return to work too early. He mentioned the stigma attached to an acquired disability, especially if the disability is episodic. He noted that an employer may make assumptions about the employability of the individual. Often, he said, disabled persons are typecast as wanting to work with other persons with disabilities or for government.

Mr. Fletcher stressed that persons with disabilities can contribute greatly to society through volunteerism, not only through paid work. He suggested that our project include this in our definition of "seeking employment." He said that volunteerism can be a means to fulfill one's potential as a full human being. However, volunteering still requires that supports be there: homecare, transportation, etc. He noted that continuing education is highly important for some persons with acquired disabilities.

Regarding accommodation in the workplace, Mr. Fletcher noted that there are realities of the disability and it is important to recognize the realities, otherwise it does a disservice to both the individual and the employer. He ended by stating his belief that persons with disabilities often have to work harder and smarter. Mr. Fletcher's willingness to contribute to this project by sharing his experience, and his candor in doing so, is greatly appreciated.

At the outset of the project, one measure of success for participants was defined as securing employment; however, Mr. Fletcher's remarks helped us understand that there are other appropriate definitions of success, including volunteerism and community service, for persons with acquired physical disabilities seeking to re-enter the workforce.

Participant Selection

The Society for Manitobans with Disabilities, the Workers Compensation Board, CNIB, Reaching Equality and other community agencies that support persons with disabilities were consulted to identify potential participants. Posters for candidate recruitment were distributed at centres throughout Winnipeg. Advertisements were placed in the Winnipeg Free Press. Criteria for selection were that the individual have an acquired disability, and be unemployed and seeking employment. Several Orientation meetings were held at the University of Winnipeg.

Recruitment for the study proved to be extremely difficult, despite extensive advertising and networking. Agency referrals were strong from the CNIB and the Manitoba Civil Service Commission; however, participants did not indicate that they had been referred by any other agencies supporting persons with disabilities. As a result, three small participant cohorts were established instead of the two cohorts that had been originally anticipated. The first cohort was extremely small, consisting of four participants; the second cohort consisted of six participants; and the third cohort consisted of seven participants. The University of Winnipeg provided space for a project orientation and for Cohort 1. The CNIB provided a workshop venue for Cohort 2. For the third cohort, a recruitment partnership was formed with the Disabilities Coordinator for the Manitoba Civil Service Commission, who notified individuals who were seeking employment with the government about the availability of this study, and who also provided a workshop venue and refreshments.

Preparation for Conducting the Study

Pre-portfolio and post-portfolio interview questionnaires were developed in order to identify participants' existing skill levels, attitudes, knowledge of transferable skills, employment readiness, communication skills and self-awareness. Study participants were observed in-class during the course of the portfolio workshops to assess changes in confidence level, participation level, goal setting and employment direction. All interviews were audio-taped and transcribed for accuracy of analysis and for qualitative analysis.

Participant follow up occurred through two follow-up surveys conducted three and six months after participation in the portfolio workshops. A small database was created for the quantitative data.

A follow-up focus group, conducted only with available participants (6 in total) was added to the research methodology after all the scheduled research had been completed. It was determined by the lead researchers that additional clarification on issues related to employment was required before a comprehensive report could be written.

The study methodology was compliant with the Centre for Education and Work's Ethics Guidelines.

Analysis Plan

The purpose of this study was to identify the ways in which the PLAR process can assist persons with disabilities to redefine their workplace strengths in order to attain new and satisfying employment. Given the small sample size of sixteen participants completing the workshops, the emphasis of this study was qualitative rather than quantitative. The qualitative data provided greater insight into the usefulness of the PLAR process than the quantitative data would have done.

The Orientation Survey was administered to potential study participants in order to gather background information. Data tables of the survey results are in the Appendices.

The transcribed qualitative data from the pre-portfolio interview provided more detailed background information about the study participants regarding their physical disability, employment, education, and job skills. These data were used to assist the portfolio workshop facilitator and the researchers to better prepare and adapt the workshop curriculum to the interests of the participants and to help anticipate any special needs of participants in relation to their disability.

The transcribed qualitative data from both follow-up interviews were read and analyzed for trends occurring within the data. The data led to the identification of common responses in three main areas of inquiry: participants identified a greater range of employment opportunities open to them as a result of participating in the portfolio development process; participants identified having more confidence in the job application and interview process as a result of participating in the portfolio development process; and participants identified an

increased ability to identify their skills, in particular their transferable skills, as a result of participating in the portfolio development process (Questions 14, 15, 16, 17, 22, 23, 24).

The two follow-up quantitative surveys were satisfaction surveys developed to help assess whether the portfolio workshops produced lasting positive results, and to determine whether they did indeed assist persons with disabilities to redefine their workplace strengths in order to attain new and satisfying employment. Although the sample size was small (16 participants) and the data not statistically significant, response from the quantitative surveys indicated satisfaction with the workshops and skills identification among participants, but did not demonstrate increased attainment of new and satisfying employment (see data tables in Appendices). This led to the addition of a focus group to identify some of the reasons why a progression to employment did not follow for study participants. The focus group provided a greater understanding of the barriers to employment experienced by many persons with disabilities despite their personal skills set. These insights are detailed in the section of this report entitled Employment Challenges for Persons with Acquired Disabilities.

Study Findings

Several of the observations made with respect to the participants in the 2003 -2006 Workers in Transition project were found to be very relevant to the participants involved in this study. These include the following four observations:

Observation: For many people, the portfolio process is more important than the creation of a portfolio product. The opportunity to identify and reflect upon one's skills in a guided way and put them into the context of a job search is very important to workers in transition.

Observation: The portfolio process teaches individuals to articulate goals, skills and make decisions about their lives. Clearer goals, a better sense of skills and the ability to know what direction to go in helps people in the employment transition process. A clear understanding of the type of workplace environment that best suits them helps people make good decisions in applying for jobs. When individuals understand what motivates them through identifying their values and goals, they make better decisions about the types of work and work environments that will satisfy them.

Observation: The positive effects of the portfolio workshops remain over time. People continue to be positive about the impact of the workshops at 3 and 6 month intervals. It is a good investment.

Observation: Portfolio workshops are best delivered to groups that are small enough for group members to get to know each other. The group provides effective support, networking opportunities and creative examples and suggestions to individuals in similar circumstances. The group process allows individuals to take a leadership role within the group.

However, the complexity of life and work issues for persons with acquired physical disabilities required that the research move beyond confirming existing research observations for workers in transition to identifying additional observations regarding the usefulness of PLAR strategies in the transition to work. The following section of this report details new observations, specific to persons with disabilities, arising from this CCL-funded study. The findings for this study are reported in the voices of the participants through quotes taken from transcripts of recorded interviews.

Pre-Portfolio Observations

A telephone interview was conducted at the beginning of each cohort, prior to the start of workshops. The purpose of the interview was to establish the goals of each participant, to record some of the history of their acquired disability, and to better understand the issues that each participant was addressing in his or her current situation.

The observations of the participants' concerns and expectations prior to beginning the portfolio workshops are summarized as follows:

1. Confidence

Many participants entered the portfolio workshops expressing a desire for greater confidence in themselves, particularly in relation to their job search. For some, confidence was affected by their mental and physical well-being and how they were feeling about their disability, sometimes on a day-to-day basis. In the research the Centre for Education and Work has conducted with workers in employment transition, we found that it is very common for a lack of confidence to be a major factor in the job search process. An extended job search can be very discouraging if positive results are not apparent.

“Because I know that there are certain things that I can do, but as a blind person, I still have this thing like well, like when I look around I can see other friends, they are not working, then is that going to be me now forever?”

Mary

For persons with an acquired disability, adapting to the disability may contribute considerably to a lack of confidence. Participants hoped that the portfolio would help them gain the confidence they need, especially in the job search process.

“. . . just to walk in there with it and hold on to [the portfolio] tightly like a security blanket would probably be what I would do, too.”

Natalia

2. Skills

Many participants expressed uncertainty about their strengths and skills. For some persons who have acquired a disability, it may be difficult or impossible to actively use their full skills set. Therefore, some participants expressed a need for help in defining those skills from their existing skills set that they could still use. Most wanted to focus on their abilities rather than their disability – an emphasis particularly suited to the portfolio process.

It was very common for participants to express uncertainty about what they were still good at or to see clearly their own capabilities and strengths. Again, the portfolio process is effective in helping individuals identify vocational and transferable skills that they could use in employment.

“Yeah, well, each day it’s the same thing, everything is new, because now you have to do it a different way. It’s all there, but you have to do it a different way that works for you. Because it might not work for everyone, the way it works for me, the way that I want. So you have to tweak it for your own life.”

Joseph

3. Employment

“I [want] to learn what I am good at. And point me in a direction that I could go, because I am kind of floundering.”

Angela

For many participants, defining a job path and conducting a job search was a stressful experience. Some had tried but had found the barriers and rejection discouraging. Several participants expressed the need for help in applying for jobs, preparing for interviews and being interviewed. According to research conducted by the Centre for Education and Work with

workers in employment transition,⁷ a fear of the job search and interview process is very common. For persons with an acquired disability, the fear may be compounded by several factors: being out of the workforce for a period of time while adapting to the disability; uncertainty of what can be handled on the job as a result of the disability; concerns about skills; and a worry about having to request accommodation from employers.

Some participants wanted direction in the job search, as their disability had caused them to be uncertain about what direction they should go in.

“Because I’m in a period of uncertainty, it’s stepping forward and actually contributing in a work situation. I’m not exactly sure of the direction or path I want to take in the future.”

Morgan

Overwhelmingly, participants expressed the desire to contribute to society or, as some put it in a negative moment, not to be a burden on society. The task of the portfolio, they said, was to solidly express and show all their gifts and talents.

4. Disability

The prospect of having to disclose their disability to potential employers caused participants anxiety. The issues surrounding accommodation are difficult and, in many cases, daunting for individuals with acquired disabilities who are in the job search process.

“...but its going to have to be an employer who is willing to make the accommodations because guess what, I am not going to be able to walk in and say I need this converted alternative format for me, you know, which is not going to be that black and white. So, it’s going to have to be an employer who is willing to make changes, whether it’s job sharing with another person so that they can do more for me, you know ... or to help me ... and it’s not going to be easy, because it’s a lot easier to go and find a job where I can, yes, I can do everything.”

Jake

The study’s participants were well aware that some disabilities are much more difficult to accommodate in the workplace than others.

⁷ PLAR: Workers in Transition Study

“And quite often vision loss is different from other types of disabilities.... There is not always something you can just make a simple accommodation for.”

Bernie

Most participants did not know how to disclose their disability to a potential employer and were unsure about how to ask for accommodation. Those with invisible disabilities were not sure whether, or when, to disclose their disability to a potential employer. Those with visible disabilities acknowledged that disclosure was inevitable. Participants said that they would like security and accommodation in their work, but weren't sure how to go about getting this.

“ . . . the one thing they say is . . . you almost can't disclose your disability, because as soon as you disclose, if you're the top candidate, you a lot of times will go down the list or you fall completely off the opportunity list. That is very, very frustrating.”

Henry

Post-Portfolio Observations

A telephone interview was conducted with each participant at the end of the portfolio workshops. The purpose of the interview was to determine the effects of the portfolio workshops on the participants' readiness to re-enter the workplace.

The observations of participants at the end of the portfolio workshops are summarized as follows:

1. Confidence

“I can't speak for (name deleted), or anybody else with a disability, but for myself that when I first lost my sight, I thought that was it, that was the end, that I can't do anything. But I've proven myself wrong.”

Bernie

Most participants reported more confidence as a result of the portfolio workshops. Approximately half of the respondents reported that they gained overall confidence.⁸ A majority reported increased confidence about getting a job and confidence about applying for a greater range of jobs.

⁸ All quantitative participant data are from the Second Follow-Up Survey.

“On a personal level I would say that it would give me more confidence to move ahead to seek the employment through the goal, through my qualifications and yet address the disability.”

Fred

“Confidence, number one, also some sense of security now I know that my skills can be transferred to other things so I know I am not stuck, as in the employment that I was doing before. “

Nick

When asked what was gained from the experience of the portfolio workshops, one participant replied:

“Sense of confidence, that you’re not a disability.”

Eli

Just over half of respondents said that they feel more work ready, more focused and better prepared to return to work. For many, the physical portfolio provides an ongoing reminder of their successes, and has reinforced skills in some new areas that provide a potential for employment. One individual said that through the portfolio workshops, he has learned not to give up.

“Well . . . it reaffirmed a few of my abilities, because you’re looking at your life, almost, in one little binder. And when you’re having a down day, or the day before you go for that interview or that presentation and you go through it and you kind of go ‘Ok, I’ve done quite a bit, I’m not a burden to society, I’m not useless.’ I have those days, just like anybody else with a disability.”

Jane

“Well, I think probably some internal confidence and in fact that . . . I do have some skills, etcetera, although I am not currently recognized in the work force as to recognize that I can still . . . have some potential . . . and contribute to Canadian society.”

Luke

2. Skills

“ . . . the portfolio process opened up the idea to me of the possibility of working at things totally different, using life skills that I use in my life but that I haven’t actually been paid for, ever. And so that was new way of thinking . . . ”

Malcolm

The range of self-discovery about skills that occurred among participants was interesting. For most, developing a portfolio helped confirm their skill strengths and provided an in-depth self-knowledge about their skills. Many realized that they have a lot to offer an employer. Unlike the participants in the national Workers in Transition study, many of the participants with acquired disabilities were no longer able to use their skills in the same way they had before the disability. The portfolio process was an important skills discovery process in which participants identified skills in areas that they had not thought of before, particularly transferable skills. As a result, they identified ways in which they could use their skills differently.

The portfolio process helped more than half of participants to think differently about their skills and also about their employment or volunteer opportunities. Through the process, some found skills that they thought they didn’t have, or realized they had more skills than they originally thought they did have. The portfolio process made some participants realize that they took some of their skills for granted, and the workshops helped them address this way of thinking.

“Just looking at things and thinking, you know, that I can’t do, but I can do this and I can do it well, and this is a strength for me . . . ”

Matthew

Participants found discovering their transferable skills through the portfolio workshops to be a very valuable exercise. Some realized for the first time that transferable and volunteer skills are important job skills. Two thirds of respondents identified new work-related skills and strengths. Writing competency statements about their skills helped participants identify what they are good at, while categorizing central skills demonstrated the transferability of their skills to a wider range of occupational areas.

“I found that writing, discovering in writing down my goals and values gave me a little bit of a step up to knowing more about myself and what I was actually looking for.”

Dusty

Slightly over half of respondents discovered that, by identifying their transferable skills strengths, they have more employment options available to them, and that they can consider a broader range of employment opportunities.

“ . . . even though I am disabled I am still capable of using my skills in other areas which I had never thought of before.”

Malcolm

The act of creating the physical portfolio was an important part of clarifying and confirming participants' skills.

“Putting it in writing, I realized that yeah I do have a lot more skills than I thought.”

Jane

Most importantly for some was the confirmation, through the portfolio process, that they have skills to contribute to the workforce. Eighty percent of respondents said the Portfolio workshops helped them to identify some personal skills that are important in the workforce.

“Well, one other thing with this thing too, is the transferable skills, like before, I didn't know exactly where to look or how to move forward, but when I took this portfolio, it made me think back at the stuff I already had, the skills from before. On the jobs that I did and now I can move forward because then I can look back and use the transferable skills in the way I want to. So, that's the one thing, too, that helped me a lot.”

Eli

Participants wanted to contribute to the labour force on the merit of their own skills.

“I don't want to be considered for a job just because, you know because they have a quota or they have to fill a certain number of positions . . . I would like to think that the portfolio . . . would be the one thing that would give me a job, not just because I am in a wheelchair.”

Bernie

3. Employment

“That was actually my first interview being completely blind and I guess walking away from it, I guess I took from it, that I still got it!”

Mary

For those participants who were experiencing difficulties with finding vocational direction, writing down goals and values statements for their portfolio gave them direction, and helped confirm that they are on the right track. At least one individual found himself turned in a new direction to look for employment as a result of the portfolio process.

“I think in a way it has helped me become more focused there, to better identify where I wanted to go with my life as far as my career is concerned, and I think this portfolio I definitely helped to further identify the area where I see myself going.”

Morgan

Portfolio opened up new areas of employment possibility, in part, because portfolio demonstrates the value of skills that are learned and used in a volunteer capacity. Participants found that skills developed outside of a paid work experience can provide benefits in the job search process. At least one participant learned that her hobby could make money. Others found that incorporating hobbies, volunteer, and other life experiences into their portfolio broadened the scope of their skills and painted a fuller picture of their capabilities.

As with the participants in the CEW’s national study of workers in transition, the portfolio proved very helpful to this group in preparing for and conducting a job interview. Participants stated that they were better prepared for the interview process having developed a portfolio. Of those participants who’d had a job interview since taking the portfolio workshops, the majority indicated that the portfolio helped them during the interview process.

“First, when I talked to them, it was over the phone, but then I went to the school and I showed them the whole portfolio, they looked through it and it helped in the conversation that I had with them. For the seminary I am going into, they said that there is only a certain number of people that they accept into the program, and they look at a person’s skills, at the person’s level of education, at the person’s grades, to see if they’re going to be able to handle the program. In that sense, the portfolio did play a part.”

Anthony

Some participants who used their portfolio in an interview noted that the portfolio helped connect the dots for prospective employers by providing samples to show them. These participants observed that using a portfolio in an interview can build on your discussion of your skills by providing evidence. Of participants who’d had an interview after the portfolio workshops were completed, all respondents said that using the portfolio during an interview made it easier to present their qualifications and experience for the job.

“In an interview, I actually haul it all over the place when I go on an interview, although I have learned in the positions I have applied on there is usually two or three interviews and I have learned the first go-round is pretty much a general interview and that they’re not terribly interested in the details at that point, but I still haul it because you never know. ”

Gregory

Of those respondents who were employed at the time of the follow-up survey was conducted, all said they are satisfied with their current work position.

4. Disability

“You know, I didn’t know if I will be able to work again because of my disabilities and that type of thinking, uh, going through creating the portfolio helps you realize that there is more to you than just your disabilities.”

Craig

The portfolio workshops helped some participants realize that they still have many more years of work available to them. One participant noted that she is better now at identifying what she can and cannot do in light of her disability. Another participant said he is better able to match employment positions to his own situation. Other participants said they gained strategies about how to respond to certain questions regarding their disability in interviews. The portfolio workshops helped participants focus on their skills and strengths rather than on their disability. One participant said the workshops helped him see through his doubts that he is not much different from anybody else. Another commented that the disability is not the only thing that people should notice about her, while another said the portfolio helped him realize there’s more to him than his disabilities.

“Well, I think just from the discussion this morning made me think back on part of the process we went through, the portfolio process and putting the portfolio together with some of the mapping, there are definitely certain areas that I want to focus where my second career is going to be between now and retirement and then really focus on those areas. I think I’ve probably been more of, the workplace has been a dartboard and I’ve just been throwing darts and trying to do too much and maybe not as focused to be effective. One of the challenges is I also, because of the prior learning and because of the experience, you want to be slotted in appropriately, so that there is enough challenge, so that it’s going to keep you interested, and it’s going to keep you learning.”

Matthew

Employment Challenges for Persons with Acquired Disabilities

What Makes Finding Employment So Challenging from the Perspective of Persons with an Acquired Disability

“Yeah, that’s all I’m doing, I’m putting the resumes out there, and every time you do that your confidence goes up and then goes down, it goes up and then goes down and then when you read that book, that portfolio you’re like ‘Yeah, whatever, yeah sure I am.’. It’s hard to believe you’re that wonderful and that great if no one is buying it.”

Cynthia

The portfolio, both product and process, can provide considerable benefits to persons with an acquired disability. The portfolio highlights vocational and transferable skills in a new light. It helps the individual develop greater confidence in themselves and their skills. It helps the individual find a new employment or educational direction from among their skills set. It helps in the preparation for interviews. It provides evidence of current skills to prospective employers. The portfolio can be a powerful resource in showing employers the candidate’s strengths, rather than emphasizing the disability.

Despite the benefits of portfolio in providing confidence, direction and evidence, and despite some very impressive credentials and work experience, participants in this study continue to experience a very high level of difficulty in obtaining employment. Portfolio can demonstrate skills to an employer, but it cannot completely address barriers in the workplace to employing a person with a disability. Participants in this study know this only too well from their own experience, and described the situation openly and directly in a follow-up focus group discussion.

One participant summarized the experience in this way:

“There is a huge disconnect, you’re often discounted, your skills, your accomplishments, because they’re all concerned about the risk they’re going to have if you’re hired, and I know that I was discounted with my previous workplace because they were concerned about the insurance they were going to have to pay and the benefits they would have to provide for me to return to a work condition, and that’s not right . . .”

Richard

Some disabilities are more difficult than others to accommodate. Here is a visually impaired study participant describing how difficult the job search process can be:

“But on the phone, it’s different and I can just hear it in their voices that, you know, they might be, oh you know, kind of screening the job requirements to me, and you know, my responses, you know, are getting them to be screened even more and go further, and you’re getting excited . . . I am getting excited, and then, you know, uhm something about transportation, and I say I don’t drive. And then I have to tell them. And then the tone in their voice changes, and it was like we never had this ten minute conversation prior.”

Mary

Persons with disabilities know that, even for organizations with equity hiring policies, they have to offer an employer something more than other candidates might offer in order to obtain a job for which they may be overqualified.

“...I now live with a person with a disability in a house with visible minorities. Unbelievable, the education, and they’re working at entry-level restaurant jobs.”

Anthony

A number of the participants were well-educated. Some held university or college degrees; others were in post-secondary university or college programs, where the supports to succeed appeared to exist. Universities and colleges appear to provide greater accommodation than do most workplaces for including disabilities like visual impairment. Education was seen as one route to future employment. However, although education provided hope, it was not a guarantee of future employment for persons with acquired disabilities.

“But I can understand you know, what has been said here too that there is a large stigma towards people that have disabilities, and that in itself, in a way, also played a huge role in me deciding to go for further education too. Because, for some of the positions, you look at the entry level requirements, what they want and it’s kind of like “yeah, ok, I can...”, but then if I’m competing with someone else who wants to go in there too, I can’t just have the same as they have, I have to be one step further, as well. So, when looking at the program, when I found out that it has a lot of practical, it’s not just the theory I’ll be learning but it’s a good mix between the two of them, that should help to get a good position in the area of ministry. And also, I heard from several people at some pastor’s they have been hired, one person who was completely blind and it worked fine there. Another church there was a pastor who was completely blind and had gotten a position there too. That shows me that, you know, it’s not just a closed door, there are some openings, where I just need a bit more education and more practical experience in certain areas, then when I have that, it should help me to lock in to that, well to get a job.”

Anthony

The Role of Services for Persons with an Acquired Disability in the Employment Process

Many of the study participants expressed a need for more and better coordinated services and resources to help them gain employment.

“There are huge gaps as far as the services and the resources that you require. There is a certain amount that can be accomplished through your medications, there is a certain amount that can be accomplished through counseling, there is a certain amount that can be accomplished for retraining and functional training so that based on your disability you can function in employment roles, but then there are still these huge gaps. For instance, you go see a specialist with regard to your disability. And ‘Oh, we haven’t seen you for so long,’ and yet when they go to schedule the next appointment, it’s even longer for the next appointment, you know. But they also know that you have other services and they rely within the medical system on services and resources outside the medical system that are doing the majority of the work and are doing the majority of reparation and sort of functional training so that you can get back into an employment role. But you know, when you talk to people, ‘Oh yeah, they’re so busy,’ and things, well, that’s still not an excuse. There is no method, there are no systems where they really sit down with you and determine what your requirements are and what’s really needed in order to get you back on the...they should be data-basing.”

Emily

Study participants were not always positive about some of the support services that are available to them. One study participant noted the need for better coordination between services and the resulting impact on clients with disabilities in the job search process.

“I think the problem that we all have is that there is still huge gaps, and you present to some of the not-for-profits in the area of your disability, and ‘No, we don’t do that, we don’t really know where you can go to do that,’ and no one will investigate it. It’s very frustrating because you’ll present it to, not just one, but you’ll present it to a number of different organizations, and it’s just like, that’s why there’s a problem. That’s why we end up prolonging and persisting in disability and not yet finding gainful employment because there are some very large ideological disconnects that make the experience of your disability probably more artificial, but the fact is, to us, it’s real. It’s very, very real. Because you don’t get the sense that you’re accomplishing anything, that you’re making any progress in finding anything. I’ve had the same experience as (name deleted) where you go to some of these offices and there is no real sense that you’ve

gained anything in going there, that you've wasted your time and spent four hours and you're no further ahead."

Dusty

Others said that they wanted more from the agencies that provide services for persons with disabilities in the job search process.

"So, I guess my question about barriers I've experienced, and the barriers of being a person with a disability looking for employment is that, number one: there is that stigma, and number two: I don't feel that a lot of the services are really made to make a real change. I think it is about keeping the status quo."

Morgan

Some wanted the agencies to help move them forward toward employment more effectively.

"It sort of keeps me within that circle, it keeps me in the same place with a little more knowledge than not, but it's not really helping me move forward."

Lilly

Even some government services for persons with disabilities lack appropriate accommodation for certain types of disabilities.

"Yeah, and they don't even have, like we were talking about HRDC. Let's say I if go to Edmonton to go look for a job at that place, they don't have JAWS support there or anything for people who are vision impaired. You can't just walk into the unemployment office like everyone else to go look at the jobs program there. You have to go home to do it, or else come here. They don't have that support, anybody else who can walk in, they don't have it for the vision impaired. "

Pam

However, agencies cannot create employment for persons with acquired disabilities; that step in the process remains in the jurisdiction of employers.

Participants' Perspective on Employers' Hiring Practices for Persons with Acquired Disabilities

In the end, it is up to employers to be willing to hire persons with a disability. For most study participants, and to some degree, depending on the nature of their disability, this was the ultimate barrier to overcome in the job search process.

Study participants noted that companies with employment equity personnel are more likely to be approachable for employment than are companies that do not actively and publically promote equity hiring practices.

“I think, to me it’s about marketing, so I’m not going to go to an employer who is not an equity employer and say ‘Oh, by the way, I’m a person with a disability, would you please hire me?’ I’m not going to say that unless I know they have a track record, number one. Because I’m going to look into them and see ‘What has your policy been? What has your history been with employment equity and your employment equity plan?’ I would look into their history first of all before I even mention that to people, because I think that will be used against me. So, in terms of my training, do I think that will change? Probably not, because I think they’re not educated or equipped to handle it. Until there is some sort of incentive for them, I don’t think they’re going to deal with them.”

John

It is clear from the experience of the study participants who are actively in the job market, that employers need a range of supports to hire and retain persons with disabilities. Some of the supports can be quite minimal, for example, to purchase a special piece of equipment to accommodate an individual in their job. Others may extend to educational support on how to provide accommodations to persons with disabilities.

Here is the experience one of the study participants had in a job interview:

“The reception when I talked about the possibility that I might need to get a special chair and you know, it was my responsibility to do everything I could, and it was kind of like, ‘Oh dear, what have we done in hiring this person?’ It was a bit negative, the response, and so I was kind of going ‘I’ll do my part, you know, I’ll just make sure that I try to sit properly, and that I do get up every few minutes,’ and they were like, ‘Well, ok.’ But it was really quite negative, the response, so I was a little worried initially.

But I actually, because I’m such a pleaser, I said ‘I’ll buy the chair, I’ll cover it.’ I know it’s dumb, but that’s just the way I am.

Yeah, I was quite surprised how the human resources person reacted so negatively to when I said ‘Ok, here’s the situation and I have to be really careful.’ That it wasn’t supportive, it was like ‘Oh dear,’ you know, that was her reaction. She didn’t say ‘Oh dear,’ but that was the look on her face.”

Tess

The Option of Self-Employment for Persons with Acquired Disabilities

That could be something, because it is hardly mentioned in the disabled world. Yeah, if nobody's going to hire me, I'll hire myself."

Walter

"Well really, I kind have come to the conclusion maybe I would like to work on my own, or be my own boss."

Pam

One of the conclusions that some study participants came to at the end of the portfolio workshops is that self-employment may be an option for them. This conclusion led to some participants developing business plans or considering whether their skills lent themselves to working as a self-employed consultant. The possibility for self-employment raises a number of areas of support that would be required to assist in this endeavor. For example, mentoring and advising on potential business opportunities; funding the development of a business plan; start up funds; assistance with the development of a client base, are all supports that could help to promote the success of self-employment.

Government Supports for Hiring and Retaining Persons with Acquired Disabilities

One of the ways that governments can help employers hire and retain persons with disabilities is to significantly reduce or eliminate the financial risk to employers in hiring and providing accommodation. Study participants expressed a worry that they would not be able to find employers who are open to providing the extensive accommodation that some of them require, or they acknowledged that they must seek employers who are willing to accommodate some of the reoccurring health issues that may accompany their disability and affect their employment. These are not attractive options for employers. And so there is an important role for governments to play to ensure that the skill capacity of persons with a disability is not ignored or wasted.

The Government of Canada, through the Opportunity Fund (Service Canada) provides financial support to persons with disabilities looking for work or preparing for self-employment, and also to employers who are interested in hiring a person with a disability. This program funds individuals with permanent disabilities who are looking for work; individuals with disabilities who are looking to start their own business; and employers who are interested in hiring a

person with a disability. More information and applications are available at this website:
http://www.hrsdc.gc.ca/en/disability_issues/funding_programs/opportunities_fund/ea.shtml

Observations and Recommendations

Observation 1: For many persons with disabilities, the portfolio process is equally or more important than the portfolio product. The opportunity to identify and reflect upon one's skills in a guided way and put them into a context of a job search is very useful in an employment transition process.

Observation 2: The portfolio process teaches individuals to articulate goals and skills and direction. Clearer goals, a better sense of skills and the ability to know what direction to go in helps persons with a disability make better decisions about the types of work and work environments that will satisfy them.

Observation 3: The positive effects of the portfolio workshops are sustained over time. People continue to be positive about the impact of the workshops at 3 and 6 month intervals. It is a good investment.

Observation 4: Portfolio workshops are effective when delivered to small groups. The group provides effective support, networking opportunities and creative examples and suggestions to individuals who are in similar circumstances. The group process allows individuals to take a leadership role within the group, and provides a more comfortable venue within which to address commonalities. Some very sound advice was provided between participants in the small groups.

Observation 5: Portfolio workshops help persons with disabilities to feel more confident. Participants reported that they gained overall confidence, confidence about getting a job, and confidence about applying for a greater range of jobs.

Observation 6: The portfolio process helps persons with disabilities to identify skills in areas that they may not have thought of before, particularly transferable skills. The portfolio process helps individuals to think differently about their skills, find skills they thought they didn't have, realize they have more skills than they originally thought they had, or to use their skills differently.

Observation 7: Portfolio helps individuals with a disability to find direction, to identify new areas of employment possibility, and to broaden the scope of their skills and employment opportunities by incorporating hobbies, volunteer, and other life experiences.

Observation 8: Portfolio helps individuals with a disability prepare for and conduct a job interview by helping them to be more positive and better able to identify and discuss their work skills. The portfolio helps connect the dots for prospective employers by providing evidence of the candidate's skills.

Observation 9: Portfolio helps individual with a disability identify what they can do instead of what they cannot do by helping them focus on their skills and strengths rather than on their disability.

Recommendations

There are two main categories of recommendations: Supports and Education. These are beginning steps.

Supports

a. Employers

Easy to access and comprehensive financial support in the hiring and accommodation of persons with an acquired disability would reduce the risk level on the part of employers.

b. Individuals

In addition to effective supports in the job search process, many persons with disabilities require effective mentoring and supports on the job. It is essential that attempting employment does not result in the loss of benefits and other supports.

c. Agencies

This study was not intended to be a review or critique of agency and government supports to persons with an acquired disability in the job search process. However, the reflections of study participants have indicated that they do not always find the supports adequate or sufficiently coordinated enough to result in helping them secure employment.

One Winnipeg agency, Reaching Equality, will be offering this portfolio program to complement their existing support programs. They plan to have their counsellors take the portfolio workshops as well as to offer the workshops to their clients.

Education

a. Employers

Employers must know why and how to accommodate and mentor persons with an acquired disability in their workplace. Making information about accommodation available is not as effective as proactively ensuring that employers have this information.

b. Individuals

Portfolio development for persons with an acquired disability, with an emphasis on identifying and providing evidence of workplace skills, is helpful workplace preparation. The portfolio process is practical, skills and values based, forward looking and positive. Individuals would benefit from opportunities to participate in portfolio workshops with a specialized curricula focus on workplace transition and re-entry for persons with acquired disabilities. Work-based portfolio should be offered on a regular basis to individuals seeking employment, in the same way that academic portfolio courses are offered to individuals seeking credit in educational institutions.

c. Agencies

Agencies, such as support and employment agencies, would benefit from incorporating portfolio workshops into their service offerings. Employment counselors and agency workers should be trained to facilitate portfolio workshops using techniques for working with persons with acquired disabilities. One of the key components of the program is for the portfolio workshop facilitator to teach in a holistic way by knowing community supports, being comfortable with discussing sensitive issues, and referring participants to other support services as needed.

Conclusion

This study has demonstrated a number of exciting possibilities about the benefits of PLAR strategies, especially portfolio, for persons with acquired disabilities in employment transition. Many individuals with an acquired disability need support to effectively manage the process of identifying skills with which to transition to a new type of employment. This study demonstrates that developing a portfolio is an effective way to address these assumptions.

It is clear that much improvement is required to increase the number of persons with disabilities in the workplace. Hiring, retention and accommodations must be a major focus. Both the employees and employers will benefit from attention to these unmet needs.

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Appendix I: Bibliography

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2. Disability Studies Quarterly, Spring 2000 - Winter 2008.
3. International Journal of Disability, Community and Rehabilitation, Vol. 3, No.3, 2004; Volume 2, No. 1, 2003.
4. The Journal of Disability Policy Studies, 2006-2007.
5. Canadian Journal of Sociology.
6. Electronic Journal of Sociology.
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8. Sociological Research On-line.
9. Journal of Occupational Psychology, Employment and Disability, Vol.8, 2006.
10. Journal of Rehabilitation.

There was nothing in the journal literature that pertained to Acquired Disabilities and that was PLAR specific, but there was some literature that would be useful to consider for PLAR learning facilitators and planners. Summaries of this literature can be found on pages 49 to 55.

The following publications discuss employment issues for persons with disabilities

Neglected or Hidden: Connecting Employers and People with Disabilities in Canada. Prepared by the Canadian Abilities Foundation, May 2004.

There were some 1,245 people with disabilities from all regions of the country who responded to a comprehensive questionnaire containing both multiple choice and open ended questions. There were close to 50 disability organizations interviewed and some 75 employers of various sizes were interviewed.

Some of this study's key findings were:

Over one-third (34%) of respondents became disabled during their adult working years. Of those who became disabled when they were in the work force, 69% were forced to make a career change as a result of the onset of their disability.

Workplace accommodations are a key to successful employment. Employment will remain out of reach for many job seekers unless workplace accommodations and/or flexible working conditions are available at the workplace. For 70% of respondents, the nature of their disability requires that some workplace adjustments or accommodations be made in order for them to perform their work. Estimated annual workplace accommodation costs are under \$1,500 for

almost all workers who have a disability, with 52% estimating that the cost of the needed accommodations would be less than \$500 per year.

Overall, 39% of respondents agreed that they need more formal education to improve their qualifications and job prospects. Overall, 59% of respondents agreed that they need more practical training, such as specialized courses or on-the-job training.

Organizations that provide employment services for people with disabilities agree that job seekers with disabilities need to maximize their level of education, and the skills employers seek, if they wish to improve their employment prospects.

Most employers strongly emphasized their need to find the most qualified person for the job -- regardless of whether or not the applicant has a disability.

People with disabilities believe that employer attitudes have a significant influence on their employment outcomes. Some 45% of all respondents, including 71% of those unemployed, believe employers are reluctant to hire people with disabilities. Fifty-one percent felt employers were unwilling to accommodate the needs of workers with disabilities and 48% attributed a lack of flexible working conditions to their employment. The perceptions that most unemployed job seekers have of employers are not surprising, since the majority of employers interviewed for the study had little experience with recruiting workers with disabilities or integrating them into their organizations.

Fifty-eight percent of persons of disabilities who are unemployed and looking for work and 51% of those working part-time feel they need more practical work experience. The attitudes of job seekers have an impact on the likelihood of their success at finding work. Only 66% of the study's respondents agreed that they have always tried hard to find work. Organizations serving people with disabilities said they encouraged people to focus on their abilities, not their disabilities; build a positive attitude; and make looking for work a full-time job.

People with disabilities need to ensure their training is employer-needs driven and to seek every opportunity to gain work experience. Employers need to acquire skills in workplace accommodation and experience in employing people with disabilities. The findings suggest that closer links are required between counsellors and training providers, and the employers that face skills shortages. A majority of respondents felt that training that directly involves employers, that is comprehensive, and that focuses on skills shortage areas, are the essentials of the work preparation process.

The report also lists some of the ideas to enhance the employment of people with disabilities. One of each category is listed here:

Labour Force Participants with Disabilities:

Where skills need to be enhanced, seek access to training that directly involves employers, that is comprehensive, and that focuses on the skills shortages that face employers. Include components in “soft-skills” job search techniques; interview skills; and understanding the competitive marketplace.

Employers:

Have qualified employment service providers or other experts provide training in workplace accommodation, adaptable workplaces and other awareness issues.

Employment Services Providers:

Assess whether your organization has the capacity to deliver a full range of quality employment preparation and referral services or whether it should specialize in areas where it has the most expertise. Adjust approach accordingly.

Government:

Support employment service providers on new directions in service delivery, including such matters as: employer/service provider partnership development; training on employer issues; approaches to job development; and workplace accommodation “how to” essentials.

Final Report: *Diversity Planning for Inclusive Employment Employer Survey*. Chris Hornberger and Peter Milley of Halifax Global Inc. Submitted to The Canadian Council on Rehabilitation and Work, Sept 7, 2005.

The primary purpose of this study was to gather information from identified, targeted employers about their awareness of the disability agenda and their obligations under the governing EEA and Human Rights Code as they relate to employing persons with disabilities. A corollary purpose of the research is to assist the disability community (in general) with concrete measures/methods that employers require to increase their capacity for enabling Canadians with disabilities to participate fully in the workplace.

Study Findings and Analysis:

Seven key findings emerged from this study, three of which were:

1. Attitudes and cultural biases within organizations continue to be a barrier against the hiring of persons with disabilities.
2. Costs associated with the duty to accommodate can be and are used as rationales for not hiring job-seekers with disabilities.

3. There is low awareness of and expectation that government or community groups can provide effective support to help organizations deal with sensitivity to issues related to working with persons with disabilities.

Four key conclusions were formed from the research findings. However, there are at least two key issues identified that warrant much more detailed research. These are:

1. Whether employees with disabilities may face career growth constraints as a result of attitudes, perceptions and biases within the organizations in which they are employed; and
2. Whether the difficulties organizations experience finding qualified candidates for employment from among the population of persons with disabilities varies by region, by sector, by nature of the jobs for which employees with disabilities are being sought, or by size of the prospective employer organization.

Multi-Sector Strategy Forum on *Increasing the Employment of Persons with Disabilities* (Final Report). The Manitoba Department of Family Services and Housing, the Manitoba Business Leadership Network, and the Manitoba Department of Advanced Education and Training. Winnipeg, Manitoba. March 22, 2005.

The objectives of the multi-sector forum were as follows:

- To create a greater public awareness of the abilities of persons with persons with disabilities,
- To discuss barriers to employment, and
- To identify potential solutions to enable a greater number of persons with disabilities to actively participate in the labor force.

Some of the results that came out of the forum were as follows:

A Shared Vision of the Future:

A shared commitment by Management and employees
Innovative job designs,
Greater public awareness of abilities,
Inclusive workplace culture,
Appropriate accommodation

Barriers to a Shared Vision of the Future:

The misguided perceptions, myths, stereotypes and stigma associated with persons with disabilities,
Job design issues,
Need for more information and resources,
Lack of commitment

Strategies to Make the Vision a reality:

Develop and promote a comprehensive awareness campaign
Promote multi-sector communication,
Support transition and create innovative change,
Achieve equality of education through appropriate job readiness training and disability supports.

Hidden Talent: How Leading Companies, Hire, Retain, and Benefit from People with Disabilities. Legnick-Hall, Mark. Editor. Praeger Publishers. 2007

This book a collection of scholarly papers and research that make a convincing case for the need to increase the workforce participation rates of people with disabilities – and some fundamental “how to,” which are based on the best practices of several successful companies.

“Based on a multi-year research project by a team of experts in human resource management, economics, and communications, **Hidden Talent** showcases the innovative practices of organizations that are actively hiring, training and retaining people with disabilities – and thriving as a result. The authors reveal the roots of disability discrimination, and demonstrate the benefits, to employers and employees alike, of investing in disabled workers, featuring in-depth case examples. Additional resources, including an overview of the ADA, information on tax and legal incentives, and a listing of related publications, organizations and websites, will make essential reading for anyone researching, managing, or experiencing the dynamics of disability in the workplace.”

Other literature that is beneficial to read is listed below:**Journal Articles**

1. *Quality through Equality: People with Disabilities as Employees and Customers.* Brown, Dale S. Policy & Practice. American Public Welfare Association. 2007.

The article mentions reasonable accommodation. Dale states that this term refers “to changes in communication, tasks and environment that allow the person with a disability to produce to their full capacity.” He goes on to say, “the small cost of accommodation could be seen as an investment. It makes the employee more productive and making accommodations can improve the entire organization in three areas: efficiency, innovation and safety.”

2. *Disability and Employment: Considering the Importance of Social Capital.*

Potts, Blyden. The Journal of Rehabilitation. 2005, Volume 71, No. 3, pg. 20-25.
Potts states, “The impact of social capital on employment chances, along with the prospect that persons with specific types of disability may have less effective social

networks, may account for some portion of the unemployment rate among persons with a disability.”

This article is intended as a vehicle for beginning to bring social capital into the field of vocational rehabilitation.

3. *Job Accommodation Resources: Lessons from The Global Neighborhood.* Walls, Robert T., et al. The Journal of Rehabilitation. Oct./Nov./Dec./2002.

The authors state, “Over the past 20 years, there have been amazing strides toward integration of employees with disabilities internationally. The progress and barriers to such integration are described from an international perspective. Even though different nations have achieved differing levels of sophistication, the goals, processes and barriers to full engagement are consistent around the world.”

4. *Key Factors Related to Vocational Outcome: Trends for Six Disability Groups.* Ross, Crisp. The Journal of Rehabilitation. Oct. 1, 2005.

The author states, “This review examined the key factors related to vocational outcome (that is, the commencement of, or return to, work after onset of disability) reported in the research literature for six disability groups”. The goal of this review was to identify the important factors that impact upon the employment of people in six disability groups.

5. *Adapting to Your Sudden Disability.* Krumrie, Matt. Monster Career Advice. 2007.

The author states that an acquired or sudden disability is not an easy transition. He interviewed Ron Kozberg (Executive V.P. of Lift Inc.), a nonprofit organization that qualifies, trains, hires and places information technology professionals with physical disabilities throughout the U.S.

Kozberg said “Give these people a chance; don’t just write them off. The person is still the same; the physical capabilities have just changed. The fact these people are still great workers didn’t change.” He goes on to say (referring to the person with the acquired disability) that “there is a whole series of stages when dealing with this. Acceptance of a disability is the hardest part, and the grieving process can be long, frustrating, sad – the whole range of emotions. But the bottom line is companies just want good employees. You need to present yourself as a strong, loyal employee that is there just to do a job. One of the hardest parts of acceptance is getting retrained for a new job or career in an entirely new field.”

The author also interviewed Brian who has a sight disability and who is in the technology area. Brian said that, at first, using assistive technology felt more like a reminder that he was losing his vision than a way to help gain employment.” Brian

stated, “When I started my job, one of the most frustrating elements for me was being taught by people who probably weren’t around people with visual impairments on a daily basis. Everybody got a little frustrated and stressed at times. We learned how to work with each other and how to work the issues out.” Brian recommended these strategies to help pinpoint a new career path:

- Use Transferable Skills: For example, the ability to communicate well, train others or conduct research can be used in a variety of settings and positions.
- Explore: Go on informational interviews and join networking groups to find out what opportunities might be available.
- Get Help: Agencies that specialize in employment services for job seekers with disabilities can offer support as you decide what career path to pursue.

Appendix II: INTERVIEW Questionnaires & FOLLOW-UP Surveys

Pre-Portfolio Interview

Introduction

“Hello. Thank you for meeting with me before we begin the portfolio process. I'd like to collect some general information from you about your physical disability, employment, education, and job skills. As you know we will be recording this interview for research purposes. But your answers will be kept confidential.”

Question 1

How and when did you become disabled?

Response:

Question 2

What sort of work did you do before your disability?

Response:

Follow Up

How has the disability affected your ability to work?

Response:

Question 3

Do you expect to return to your previous job?

Response:

Follow Up:

If you cannot return to your previous job, are there placement opportunities within your company?

Response:

Question 4

What job-related skills did you have prior to your disability that you can no longer use?

Response:

Question 5

What job-related skills do you still have that you can use in future employment?

Response:

Question 6

Do you feel confident about your ability to get a job? Why or why not?

Response:

Question 7

Do you have long-term work goals? What are they? Are these goals affected by your disability?

Response:

Follow Up:

Is there anything preventing you from achieving your long-term work goals?

Response:

Question 8

What would you say your job-related strengths or skills are?

Response:

Follow-Up:

Do you know what transferable skills are? Do you have skills from previous jobs that you think you can transfer over to other types of work? What are they?

Response:

Question 9

Do you have any hobbies, volunteer or community activities from which you have acquired skills or learning? What skills have you learned through these activities?

Response:

Question 10

How would you describe yourself as a learner? Is there a way to learn that you like best? What is that?

Response:

Question 11

When you have to learn something new on the job, how do you learn it?

Response:

Question 12

Have you thought about returning to an educational or training program?

Response:

Question 13

Is your disability a barrier to taking an educational program? Are there any barriers to your returning to education or training? If so, what are they?

Response:

Question 14

Are you ready to return to work?

Response:

Question 15

Have you been actively looking for work? If so, what is your experience of looking for work? If not, why not?

Response:

Follow Up:

If you do not plan to return to paid employment, do you plan to volunteer?

Response:

Question 16

Has searching for a job been a frustrating process?

Response:

Question 17

What do you think would help you the most in your job search at this point?

Response:

The Portfolio Workshops

“You have agreed to participate in the portfolio workshops. As part of our research, we are trying to find out how much people know about portfolio before we begin. The next set of questions will help us with that...”

Question 18

Why did you think that participating in these workshops is a good idea?

Response:

Question 19

What do you expect to gain from the Portfolio workshops?

Response:

“That’s all for now. I’d like to thank you for doing this interview.”

Post- Portfolio Qualitative Interview

Name:

The Portfolio Workshops

Question 1

What is your overall general impression of the Portfolio workshops that you have just completed?

Response:

Question 2

Which parts of the Portfolio workshops did you find most helpful to you on a personal basis. Why were they helpful?

Response:

Question 3

Did the Portfolio workshops change the way you thought about your disability in relation to opportunities for work? If so, how so?

Response:

Question 4

Can you summarize what you gained on a personal level from the Portfolio workshops?

Response:

Question 5

In observing the other workshop participants, what are some of the most important things that developing a portfolio contributes to people with acquired physical disabilities looking to return to work?

Response:

Question 6

Are there any parts of the portfolio workshop curriculum that should have received more emphasis to be beneficial to persons with acquired disabilities?

Response:

Question 7

What is more valuable to you – having gone through the process of learning about developing a portfolio through the portfolio workshops, or having the completed portfolio at the end of the process? Why?

Response:

The Portfolio

Question 8

Did you complete a working draft of your portfolio? If not, at what point in the development of the portfolio did you stop? Why did you stop there?

Response:

Question 9

Did creating the physical portfolio help you in the transition process? How so?

Response:

Question 10

Have you used your portfolio yet? If so, how so?

Response:

Question 11

Do you expect to use your portfolio? If so, how do you plan to use it?

Response:

Question 12

Does having a portfolio make a difference in your job search process? If so, how so?

Response:

Question 13

Does having a portfolio better enable you to demonstrate the work skills that you can use, despite your disability? If so, how so?

Response:

Employment Preparation

Question 14

Have the Portfolio workshops opened up new areas of employment opportunity for you? If so, how so?

Response:

Question 15

Have the Portfolio workshops caused you to think differently about your skills? If so, how so?

Response:

Question 16

Are you better at identifying the skills you can use in the workplace as a result of the Portfolio workshops?

Response:

Question 17

Have you identified any new skills and strengths since taking the Portfolio workshops?

Response:

Job Search

Question 18

Are you actively searching for work?

Response:

Question 19

Has your job search strategy changed since completing the Portfolio workshops?

Response:

Question 20

Have the portfolio workshops changed the type of work you are looking for?, e.g. a less physical job, a less stressful job?

Response:

Question 21

Do you feel more work-ready as a result of participating in the Portfolio workshops?

Response:

Question 22

Are you applying for a greater range of jobs now than before you took the Portfolio workshops?

Response:

Question 23

How confident do you feel about getting a job?

Response:

Question 24

Has your overall confidence level increased as a result of taking the Portfolio workshops? If your confidence has increased, what are some of the indications of this?

Response:

Question 25

Have you been on any interviews since beginning the Portfolio workshops? If so, have you used your portfolio in preparing for or during the interview? If not, do you plan to use your portfolio in preparing for or during the interview?

Response:

Question 26

Have the Portfolio workshops prepared you to discuss any workplace adaptations you might need because of your disability? If you have been on a job interview, have you talked with your employer or prospective employer about your disability?

Response:

Question 27

Are your long-term employment goals different now as a result of your disability? Have the Portfolio workshops influenced your long-term career goals? If so, how?

Response:

Question 28

Do you think that having a portfolio will help you get a job. If so, how so?

Response:

Question 29

Are you planning to enroll in an educational or training program? If you are, is this a result of taking the Portfolio workshops? Do you plan to use your portfolio to gain credit in the educational program?

Response:

Question 30

We have had some difficulty in recruiting participants with disabilities into this workshop. What were some of the things you considered when you were deciding to register for this program? Would you have signed up for these workshops if there was a fee to attend?

Response:

Question 31

Would you be willing to participate in a future aspect of this study , for example, providing a case study of your personal situation?

Response:

Question 32

Is there anything else you'd like us to know about your experience of the Portfolio workshops?

Response:

Thank you for completing this interview.

Telephone Follow Up Survey (Revised August 14, 2007)

Completed Portfolio Group

The Portfolio Workshops

1. Overall, how satisfied were you with the portfolio workshops?
 - i. Very Satisfied
 - ii. Somewhat Satisfied
 - iii. Not sure
 - iv. Not Very Satisfied
 - v. Not At All Satisfied

2. How useful were the portfolio workshops in helping you identify your skills?
 - i. Very useful
 - ii. Somewhat useful
 - iii. Not sure
 - iv. Not very useful
 - v. Not at all useful

3. Did the portfolio workshops help you identify some skills you have but did not know were important in the workplace?
 - i. Yes
 - ii. No

- iii. Not sure
4. Did the portfolio workshops change the way you thought about employment/volunteer opportunities in relation to your disability?
 - i. Yes
 - ii. No
 - iii. Not sure
 5. Have the portfolio workshops helped you identify the skills that you can effectively use at work, (whether paid or volunteer work), despite your disability?
 - i. Yes
 - ii. No
 - iii. Not sure
 6. As a result of taking the portfolio workshops, have you identified any new work-related skills and strengths you have?
 - i. Yes
 - ii. No
 - iii. Not sure
 7. When you think about your attitude toward your skills in relation to applying for jobs/volunteer work are you now:
 - i. More positive than before you took the portfolio workshops
 - ii. Less positive than before you took the portfolio workshops
 - iii. About the same
 - iv. Not Sure
 8. Have the portfolio workshops opened up new areas of potential employment/volunteer opportunity for you?
 - i. Yes
 - ii. No
 - iii. Not sure
 9. Do you feel more work-ready (whether paid or volunteer) as a result of participating in the portfolio workshops?
 - i. Yes
 - ii. No
 - iii. About the same
 - iv. Not Sure
 10. How confident do you now feel about getting a job/volunteer position?
 - i. Very confident
 - ii. Somewhat Confident
 - iii. Not Sure
 - iv. Not Very Confident
 - v. Not Confident At All

11. Has your overall confidence level increased because of taking the Portfolio workshops?
- i. Yes
 - ii. No
 - iii. Not sure

Your Portfolio

12. Have you completed a working draft of your portfolio?
- i. Yes
 - ii. No
 - iii. Not sure
13. Do you plan to show your portfolio to a potential employer/volunteer coordinator during an interview, if given the opportunity?
- i. Yes
 - ii. No
 - iii. Not sure
 - iv. Not applicable
14. Do you think that your portfolio presents your work skills in an effective way to a prospective employer/volunteer coordinator?
- i. Yes
 - ii. No
 - iii. Not Sure
15. Does your portfolio enable you to show how your disability can be accommodated in the workplace?
- i. Yes
 - ii. No
 - iii. Not sure
16. Do you think that having a portfolio will help you get a job/volunteer position?
- i. Yes
 - ii. No
 - iii. Not sure

Job Search and Employment

19. Are you actively looking for work (either paid or volunteer)?
- i. Yes
 - ii. No (Go to Question #21)
20. Were the portfolio workshops helpful in preparing for the job search process?
- i. Yes
 - ii. No

- iii. Not sure
- iv. Not applicable

21. Are you currently employed or working in a volunteer position?

- i. Yes (Continue the survey at the next question)
- ii. No (Continue the survey at Question #32)

22. Do you work/volunteer:

- i. Full-time
- ii. Part-time

23. Does this position allow you to use most of the skills you used in your previous jobs?

- i. Yes
- ii. No
- iii. Not sure

24. Does this position require you to use some skills that you did not use often in your previous jobs?

- i. Yes
- ii. No
- iii. Not sure

25. Does this position represent a major career change for you?

- i. Yes
- ii. No
- iii. Not sure

26. Did you attend an educational or training program in order to get this position?

- i. Yes
- ii. No

27. Does this position meet your career goals?

- i. Yes
- ii. No
- iii. Not sure

28. Are you satisfied with this position?

- i. Yes
- ii. No
- iii. Not sure

29. Do you think you will consider seeking a new position in the near future?

- i. Yes
- ii. No
- iii. Not Sure

30. Did your Portfolio help you get this position?
- i. Yes
 - ii. No
 - iii. Not Sure
 - iv. Not Applicable
31. Did the Portfolio workshops help you get this position?
- i. Yes
 - ii. No
 - iii. Not Sure
32. Has your job search strategy changed as a result of taking the Portfolio workshops?
- i. Yes
 - ii. No
 - iii. Not sure
33. Are you applying for a greater range of positions (either paid or volunteer) now than before you took the Portfolio workshops?
- i. Yes
 - ii. No
 - iii. Not sure
34. Have you used your portfolio to prepare yourself for an interview?
- i. Yes
 - ii. No
35. Have you used the Portfolio during an interview?
- i. Yes
 - ii. No (Go to Question 41)
36. Did your Portfolio help you in the interview process?
- i. Yes
 - ii. No
 - iii. Not sure
 - iv. Not Applicable
37. Did the interviewer seem impressed with your portfolio?
- i. Yes
 - ii. No
 - iii. Not Sure
38. Did using the Portfolio during the interview make it easier for you to present your qualifications or experience for the job?
- i. Yes
 - ii. No
 - iii. Not Sure

39. Have the Portfolio workshops prepared you to discuss any workplace adaptations you might need because of your disability?

- i. Yes
- ii. No
- iii. Not sure
- iv. Not Applicable

40. Have the Portfolio workshops given you greater confidence to discuss any workplace adaptations you might need because of your disability?

- i. Yes
- ii. No
- iii. Not sure
- iv. Not Applicable

41. Are you currently a full-time student?

- i. Yes (End Survey Here)
- ii. No

42. Do you plan to enrol in an educational or training course in the future?

- i. Yes
- ii. No
- iii. Not sure

Comments:

Thank you for completing this survey

Questions for P61 Focus Group (Post-portfolio)

1. Has anyone used their portfolio? How have you used it? How could you use it in the future?
2. Has the portfolio process helped you in any tangible way? If yes, could you provide some examples of the way it has helped you?
3. Where were some of your goals and plans for the future, and where are you at right now?
4. What are some of the barriers you are encountering?
5. What would help you the most right now?
6. Where have you found the greatest degree of support, (school, agencies, etc?)
7. What are your plans for the next six months?

Appendix III: Follow-Up Survey results

Survey Statistics for Orientation survey

Regions: Manitoba
Cohorts: Cohort 1, Cohort 2, Cohort 3
Groups: Acquired Disabilities Portfolio
Survey Date: All

Questions and Answers

Frequency

Excluding Unanswered Including Unanswered

Background Information

1. Gender

Unanswered			0	0.00%
i. Male	7	53.85%	7	53.85%
ii. Female	6	46.15%	6	46.15%
iii.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Background Information

2. Age

Unanswered			0	0.00%
i. Under 20	0	0.00%	0	0.00%
ii. 20-29	2	15.38%	2	15.38%
iii. 30-39	4	30.77%	4	30.77%
iv. 40-49	5	38.46%	5	38.46%
v. 50-59	2	15.38%	2	15.38%
vi. 60 or over	0	0.00%	0	0.00%
vii.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Background Information

3. Marital status

Unanswered			0	0.00%
i. Single	6	46.15%	6	46.15%
ii. Married/Common Law	5	38.46%	5	38.46%
iii. Separated	1	7.69%	1	7.69%
iv. Divorced	1	7.69%	1	7.69%
v. Widowed	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Background Information

4. Number of dependants

Unanswered			1	7.69%
i. 0	9	75.00%	9	69.23%
ii. 1	2	16.67%	2	15.38%
iii. 2-3	1	8.33%	1	7.69%
iv. 4 or more	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	12	100.00%	13	100.00%

Background Information

5. Education attained to date

Unanswered			0	0.00%
i. Less than high school graduation certificate	0	0.00%	0	0.00%
ii. High school graduation certificate and/or some post-secondary	4	30.77%	4	30.77%
iii. Trades certificate	0	0.00%	0	0.00%
iv. College certificate or diploma	2	15.38%	2	15.38%
v. University certificate, diploma or degree	6	46.15%	6	46.15%
vi. Other	1	7.69%	1	7.69%
vii.	0	0.00%	0	0.00%

Total	13	100.00%	13	100.00%
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Background Information

6. Currently unemployed

Unanswered			0	0.00%
i. Yes	12	92.31%	12	92.31%
ii. No	1	7.69%	1	7.69%
iii.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Background Information

7. Number of years unemployed

Unanswered			1	7.69%
i. Less than one year	7	58.33%	7	53.85%
ii. Between one and three years	3	25.00%	3	23.08%
iii. More than three years	2	16.67%	2	15.38%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	12	100.00%	13	100.00%

Background Information

8. When physical disability was acquired

Unanswered			0	0.00%
i. Less than one year ago	0	0.00%	0	0.00%
ii. Between one and three years ago	6	46.15%	6	46.15%
iii. More than three years ago	7	53.85%	7	53.85%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Background Information

9. Disability was acquired in workplace

Unanswered			0	0.00%
i. Yes	2	15.38%	2	15.38%
ii. No	7	53.85%	7	53.85%
iii. Unsure	4	30.77%	4	30.77%
iv.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Background Information

10. Currently receives financial support through

Unanswered			2	15.38%
i. Employment Insurance	1	9.09%	1	7.69%
ii. Canada Pension Plan	1	9.09%	1	7.69%
iii. Social Assistance	1	9.09%	1	7.69%
iv. Other means	8	72.73%	8	61.54%
v.	0	0.00%	0	0.00%
vi.	0	0.00%	0	0.00%
Total	11	100.00%	13	100.00%

Background Information

11. Has received counselling for acquired disability

Unanswered			0	0.00%
i. Yes	8	61.54%	8	61.54%
ii. No	5	38.46%	5	38.46%
iii. Not sure	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Background Information

12. Total years of employment with last company worked for

Unanswered			0	0.00%
i. Less than 1 year	5	38.46%	5	38.46%
ii. Between 1 and 3 years	1	7.69%	1	7.69%
iii. Between 4 and 10 years	5	38.46%	5	38.46%
iv. Between 10 and 20 years	0	0.00%	0	0.00%
v. More than 20 years	2	15.38%	2	15.38%
vi.	0	0.00%	0	0.00%
vii.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Background Information

13. Income from job in last year worked

Unanswered			0	0.00%
i. Less than \$18,000	7	53.85%	7	53.85%
ii. \$18,000 - \$40,000	1	7.69%	1	7.69%
iii. \$40,000 - \$60,000	2	15.38%	2	15.38%
iv. Over \$60,001	1	7.69%	1	7.69%
v. Don't know	0	0.00%	0	0.00%
vi. Prefer not to answer	2	15.38%	2	15.38%
vii.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Employment Status

14. Plan to re-enter the workforce

Unanswered			1	7.69%
i. Immediately	5	41.67%	5	38.46%
ii. Within the next half year	6	50.00%	6	46.15%
iii. Within the next year	0	0.00%	0	0.00%
iv. Not sure	1	8.33%	1	7.69%

v. I don't know if I'll ever be able to re-enter the workforce	0	0.00%	0	0.00%
vi.	0	0.00%	0	0.00%
vii.	0	0.00%	0	0.00%
Total	12	100.00%	13	100.00%

Employment Status

15. Actively looking for work at this time

Unanswered			0	0.00%
i. Yes	9	69.23%	9	69.23%
ii. No	4	30.77%	4	30.77%
iii.	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Employment Status

16. Can no longer do same kind of work performed in previous job due to disability

Unanswered			0	0.00%
i. Yes	8	61.54%	8	61.54%
ii. No	2	15.38%	2	15.38%
iii. Not sure	3	23.08%	3	23.08%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Employment Expectations

17. More likely to work at a volunteer than paid position in the future

Unanswered			0	0.00%
i. Yes	1	7.69%	1	7.69%
ii. No	12	92.31%	12	92.31%
iii.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Employment Expectations

18. When ready, will be able to return to previous job

Unanswered			1	7.69%
i. Yes	2	16.67%	2	15.38%
ii. No	8	66.67%	8	61.54%
iii. Not sure	2	16.67%	2	15.38%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	12	100.00%	13	100.00%

Employment Expectations

19. When ready, will be able to return to a different job with same company worked for

Unanswered			3	23.08%
i. Yes	0	0.00%	0	0.00%
ii. No	6	60.00%	6	46.15%
iii. Not sure	4	40.00%	4	30.77%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	10	100.00%	13	100.00%

Employment Expectations

20. Has a new kind of job in mind

Unanswered			0	0.00%
i. Yes	8	61.54%	8	61.54%
ii. No	1	7.69%	1	7.69%
iii. Not sure	4	30.77%	4	30.77%
iv.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Employment Expectations

21. Possesses most of the skills required for a new type of job

Unanswered			0	0.00%
i. Yes	5	38.46%	5	38.46%
ii. No	1	7.69%	1	7.69%
iii. Not sure	7	53.85%	7	53.85%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Employment Expectations

22. When thinking of future, career goals are

Unanswered			1	7.69%
i. Extremely clear	1	8.33%	1	7.69%
ii. Somewhat clear	6	50.00%	6	46.15%
iii. Not sure	2	16.67%	2	15.38%
iv. Somewhat unclear	2	16.67%	2	15.38%
v. Very unclear	1	8.33%	1	7.69%
vi.	0	0.00%	0	0.00%
Total	12	100.00%	13	100.00%

Employment Expectations

23. Knows the extent of his/her physical limitations in the workplace

Unanswered			1	7.69%
i. Yes	7	58.33%	7	53.85%
ii. No	1	8.33%	1	7.69%
iii. Not sure	4	33.33%	4	30.77%
iv.	0	0.00%	0	0.00%
Total	12	100.00%	13	100.00%

Employment Status

24. Status of personal income since acquiring disability

Unanswered			0	0.00%
i. Increased	0	0.00%	0	0.00%
ii. Decreased	6	46.15%	6	46.15%
iii. Stayed the same	2	15.38%	2	15.38%
iv. Not sure	2	15.38%	2	15.38%
v. Prefer not to answer	3	23.08%	3	23.08%
Total	13	100.00%	13	100.00%

Job Search

25. Amount of time spent looking for a job

Unanswered			1	7.69%
i. Less than three months	2	16.67%	2	15.38%
ii. Between three and six months	3	25.00%	3	23.08%
iii. More than six months	3	25.00%	3	23.08%
iv. Not yet looking for a job	4	33.33%	4	30.77%
v.	0	0.00%	0	0.00%
vi.	0	0.00%	0	0.00%
Total	12	100.00%	13	100.00%

Job Search

26. Is finding job search frustrating

Unanswered			3	23.08%
i. Strongly agree	3	30.00%	3	23.08%
ii. Agree	4	40.00%	4	30.77%
iii. Not sure	0	0.00%	0	0.00%
iv. Disagree	1	10.00%	1	7.69%
v. Strongly Disagree	0	0.00%	0	0.00%
vi.	2	20.00%	2	15.38%
vii.	0	0.00%	0	0.00%

Total	10	100.00%	13	100.00%
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Job Search

27. Personal feelings towards chances of finding a job

Unanswered			0	0.00%
i. Very negative	0	0.00%	0	0.00%
ii. Somewhat negative	4	30.77%	4	30.77%
iii. Not sure	2	15.38%	2	15.38%
iv. Slightly positive	5	38.46%	5	38.46%
v. Very positive	1	7.69%	1	7.69%
vi.	1	7.69%	1	7.69%
vii.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Job Search

28. Know how to conduct a job search

Unanswered			0	0.00%
i. Strongly agree	0	0.00%	0	0.00%
ii. Agree	8	61.54%	8	61.54%
iii. Not sure	3	23.08%	3	23.08%
iv. Disagree	1	7.69%	1	7.69%
v. Strongly Disagree	1	7.69%	1	7.69%
vi.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Job Search

29. Amount of recent experience with job search process

Unanswered			0	0.00%
i. A lot of experience	2	15.38%	2	15.38%
ii. Some experience	8	61.54%	8	61.54%
iii. Not sure	0	0.00%	0	0.00%
iv. Very little experience	1	7.69%	1	7.69%

v. No experience	2	15.38%	2	15.38%
vi.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Job Search

30. Resume is up-to-date

Unanswered			0	0.00%
i. yes	9	69.23%	9	69.23%
ii. No	4	30.77%	4	30.77%
iii. Not sure	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Job Search

31. Resume primarily focuses on skills that can no longer be used at work

Unanswered			0	0.00%
i. Yes	4	30.77%	4	30.77%
ii. No	5	38.46%	5	38.46%
iii. Not sure	4	30.77%	4	30.77%
iv.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Job Search

32. Confidence level in a job interview

Unanswered			0	0.00%
i. Very confident	1	7.69%	1	7.69%
ii. Somewhat confident	6	46.15%	6	46.15%
iii. Not sure	2	15.38%	2	15.38%
iv. Not very confident	3	23.08%	3	23.08%
v. Not at all confident	1	7.69%	1	7.69%
vi.	0	0.00%	0	0.00%

Total	13	100.00%	13	100.00%
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Job Search

33. Confidence of being successful when searching for a new job

Unanswered			0	0.00%
i. Very confident	0	0.00%	0	0.00%
ii. Somewhat confident	9	69.23%	9	69.23%
iii. Not sure	2	15.38%	2	15.38%
iv. Not very confident	2	15.38%	2	15.38%
v. Not at all confident	0	0.00%	0	0.00%
vi.	0	0.00%	0	0.00%
vii.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Job Search

34. Knows where to look for work

Unanswered			0	0.00%
i. Strongly agree	3	23.08%	3	23.08%
ii. Agree	1	7.69%	1	7.69%
iii. Not sure	8	61.54%	8	61.54%
iv. Disagree	0	0.00%	0	0.00%
v. Strongly disagree	1	7.69%	1	7.69%
vi.	0	0.00%	0	0.00%
vii.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Job Search

35. Knows who to ask for help when looking for work

Unanswered			0	0.00%
i. Strongly agree	1	7.69%	1	7.69%
ii. Agree	4	30.77%	4	30.77%

iii. Not sure	5	38.46%	5	38.46%
iv. Disagree	3	23.08%	3	23.08%
v. Strongly disagree	0	0.00%	0	0.00%
vi.	0	0.00%	0	0.00%
vii.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Job Search

36. Previous employer has helped to prepare for finding new job

Unanswered			0	0.00%
i. A lot	0	0.00%	0	0.00%
ii. A little	1	7.69%	1	7.69%
iii. Not sure	0	0.00%	0	0.00%
iv. Not very much	1	7.69%	1	7.69%
v. Not at all	5	38.46%	5	38.46%
vi. Not applicable	6	46.15%	6	46.15%
vii.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Job Search

37. Quality of job market in this region

Unanswered			0	0.00%
i. Extremely poor	1	7.69%	1	7.69%
ii. Poor	2	15.38%	2	15.38%
iii. Reasonable	7	53.85%	7	53.85%
iv. Unsure	1	7.69%	1	7.69%
v. Good	1	7.69%	1	7.69%
vi. Very good	1	7.69%	1	7.69%
vii.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Education and Training

38. Will need to obtain more education or training to get a new job

Unanswered			0	0.00%
i. Yes	2	15.38%	2	15.38%
ii. No	2	15.38%	2	15.38%
iii. Not sure	9	69.23%	9	69.23%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Education and Training

39. Plans to return to school in near future

Unanswered			0	0.00%
i. Yes	3	23.08%	3	23.08%
ii. No	3	23.08%	3	23.08%
iii. Not sure	7	53.85%	7	53.85%
iv.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Education and Training

40. Financial position would prevent attending an educational or training program

Unanswered			0	0.00%
i. Strongly agree	3	23.08%	3	23.08%
ii. Agree	2	15.38%	2	15.38%
iii. Not sure	5	38.46%	5	38.46%
iv. Disagree	1	7.69%	1	7.69%
v. Strongly disagree	2	15.38%	2	15.38%
vi.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

Education and Training

41. Disability would prevent attending an educational or training program

Unanswered			0	0.00%
i. Yes	1	7.69%	1	7.69%
ii. No	11	84.62%	11	84.62%
iii. Not sure	1	7.69%	1	7.69%
iv.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

General

42. Most work skills have been learned on the job

Unanswered			0	0.00%
i. Strongly agree	1	7.69%	1	7.69%
ii. Agree	3	23.08%	3	23.08%
iii. Not sure	4	30.77%	4	30.77%
iv. Disagree	2	15.38%	2	15.38%
v. Strongly disagree	3	23.08%	3	23.08%
vi.	0	0.00%	0	0.00%
vii.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

General

43. Confidence with regard to learning new things

Unanswered			0	0.00%
i. Has a lot of confidence	4	30.77%	4	30.77%
ii. Is somewhat confident	7	53.85%	7	53.85%
iii. Not sure	0	0.00%	0	0.00%
iv. Does not have much confidence	2	15.38%	2	15.38%
v.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

General

44. Can use a computer

Unanswered			0	0.00%
i. Proficiently	1	7.69%	1	7.69%
ii. Quite well	8	61.54%	8	61.54%
iii. A bit	4	30.77%	4	30.77%
iv. Not at all	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%

General

45. Has regular access to a computer

Unanswered			0	0.00%
i. Yes	11	84.62%	11	84.62%
ii. No	2	15.38%	2	15.38%
iii.	0	0.00%	0	0.00%
Total	13	100.00%	13	100.00%
Total Unanswered:			15	2.56%
Total Answered:			570	97.44%
Total for Orientation survey:			585	100.00%

Survey Statistics for First Follow-up Survey

Regions: Manitoba
Cohorts: Cohort 1, Cohort 2, Cohort 3
Groups: Acquired Disabilities Portfolio
Survey Date: All

Questions and Answers

Frequency

Excluding Unanswered Including Unanswered

Portfolio Workshops

1. Level of satisfaction with portfolio workshops

Unanswered				0	0.00%
i. Very satisfied	8	53.33%	8	53.33%	
ii. Somewhat satisfied	5	33.33%	5	33.33%	
iii. Not sure	2	13.33%	2	13.33%	
iv. Not very satisfied	0	0.00%	0	0.00%	
v. Not at all satisfied	0	0.00%	0	0.00%	
vi.	0	0.00%	0	0.00%	
Total	15	100.00%	15	100.00%	

Portfolio Workshops

2. Usefulness of the portfolio workshops in helping to identify skills

Unanswered				0	0.00%
i. Very useful	9	60.00%	9	60.00%	
ii. Somewhat useful	6	40.00%	6	40.00%	
iii. Not sure	0	0.00%	0	0.00%	
iv. Not very useful	0	0.00%	0	0.00%	
v. Not at all useful	0	0.00%	0	0.00%	
vi.	0	0.00%	0	0.00%	
Total	15	100.00%	15	100.00%	

Portfolio Workshops

3. Portfolio workshops helped to identify some personal skills that are important in workplace

Unanswered			0	0.00%
i. Yes	11	73.33%	11	73.33%
ii. No	3	20.00%	3	20.00%
iii. Not sure	1	6.67%	1	6.67%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

4. Portfolio workshops helped to change way of thinking about employment/volunteer opportunities in relation to disability

Unanswered			0	0.00%
i. Yes	10	66.67%	10	66.67%
ii. No	3	20.00%	3	20.00%
iii. Not sure	2	13.33%	2	13.33%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

5. Portfolio workshops helped to identify skills that can be used effectively at work despite the disability

Unanswered			0	0.00%
i. Yes	11	73.33%	11	73.33%
ii. No	2	13.33%	2	13.33%
iii. Not sure	2	13.33%	2	13.33%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

6. Has identified new work-related skills and strengths due to taking portfolio workshops

Unanswered			0	0.00%
i. Yes	8	53.33%	8	53.33%
ii. No	5	33.33%	5	33.33%

iii. Not sure	2	13.33%	2	13.33%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

7. Attitude toward skills in relation to applying for jobs/volunteer work as a result of portfolio workshops

Unanswered			0	0.00%
i. More positive than before taking portfolio workshops	10	66.67%	10	66.67%
ii. Less positive than before taking portfolio workshops	0	0.00%	0	0.00%
iii. About the same	5	33.33%	5	33.33%
iv. Not sure	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

8. Portfolio workshops have opened up new areas of potential employment/volunteer work

Unanswered			0	0.00%
i. Yes	6	40.00%	6	40.00%
ii. No	5	33.33%	5	33.33%
iii. Not sure	4	26.67%	4	26.67%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

9. Feel more work-ready (whether paid or volunteer) due to participating in portfolio workshops

Unanswered			0	0.00%
i. Yes	9	60.00%	9	60.00%
ii. No	1	6.67%	1	6.67%
iii. About the same	3	20.00%	3	20.00%
iv. Not sure	2	13.33%	2	13.33%

v.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

10. Confidence level with regard to getting a job/volunteer position since completing Portfolio workshops

Unanswered			0	0.00%
i. Very confident	6	40.00%	6	40.00%
ii. Somewhat confident	6	40.00%	6	40.00%
iii. Not sure	2	13.33%	2	13.33%
iv. Not very confident	0	0.00%	0	0.00%
v. Not confident at all	1	6.67%	1	6.67%
vi.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

11. Overall confidence level has increased due to taking Portfolio workshops

Unanswered			0	0.00%
i. Yes	11	73.33%	11	73.33%
ii. No	1	6.67%	1	6.67%
iii. Not sure	3	20.00%	3	20.00%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio

12. Has completed a working draft of Portfolio

Unanswered			0	0.00%
i. Yes	7	46.67%	7	46.67%
ii. No	8	53.33%	8	53.33%
iii. Not sure	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio

13. If given opportunity, will show Portfolio to potential employer/volunteer coordinator during an interview

Unanswered			0	0.00%
i. Yes	5	33.33%	5	33.33%
ii. No	2	13.33%	2	13.33%
iii. Unsure	7	46.67%	7	46.67%
iv. Not applicable	1	6.67%	1	6.67%
v.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio

14. Portfolio effectively presents work skills to potential employer/volunteer coordinator

Unanswered			0	0.00%
i. Yes	7	46.67%	7	46.67%
ii. No	0	0.00%	0	0.00%
iii. Unsure	7	46.67%	7	46.67%
iv. Not applicable	1	6.67%	1	6.67%
v.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio

15. Portfolio assists with showing how disability can be accommodated in workplace

Unanswered			0	0.00%
i. Yes	5	33.33%	5	33.33%
ii. No	2	13.33%	2	13.33%
iii. Unsure	7	46.67%	7	46.67%
iv. Not applicable	1	6.67%	1	6.67%
v.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio

16. Having a Portfolio will help with getting a job or volunteer position

Unanswered			0	0.00%
i. Yes	8	53.33%	8	53.33%
ii. No	1	6.67%	1	6.67%
iii. Unsure	6	40.00%	6	40.00%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Job Search

17. Is actively looking for work

Unanswered			0	0.00%
i. Yes	10	66.67%	10	66.67%
ii. No	5	33.33%	5	33.33%
iii.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

18. The Portfolio workshops were helpful with preparing for job search process

Unanswered			5	33.33%
i. Yes	6	60.00%	6	40.00%
ii. No	1	10.00%	1	6.67%
iii. Unsure	3	30.00%	3	20.00%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	10	100.00%	15	100.00%

Employment Status

19. Is either currently employed or working in a volunteer position

Unanswered			0	0.00%
i. Yes	10	66.67%	10	66.67%
ii. No	5	33.33%	5	33.33%
iii.	0	0.00%	0	0.00%

Employment Status

20. Works or volunteers

Unanswered			5	33.33%
i. Full-time	1	10.00%	1	6.67%
ii. Part-time	9	90.00%	9	60.00%
iii.	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
Total	10	100.00%	15	100.00%

Employment Status

21. Most skills used in previous jobs can be used in current work position

Unanswered			5	33.33%
i. Yes	4	40.00%	4	26.67%
ii. No	4	40.00%	4	26.67%
iii. Unsure	2	20.00%	2	13.33%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	10	100.00%	15	100.00%

Employment Status

22. Current work position requires use of some skills that were not often used in previous jobs

Unanswered			5	33.33%
i. Yes	7	70.00%	7	46.67%
ii. No	3	30.00%	3	20.00%
iii. Unsure	0	0.00%	0	0.00%

iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	10	100.00%	15	100.00%

Employment Status

23. Current work position represents a major career change

Unanswered			5	33.33%
i. Yes	5	50.00%	5	33.33%
ii. No	5	50.00%	5	33.33%
iii. Unsure	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	10	100.00%	15	100.00%

Employment Status

24 .Attended educational or training program to get current work position

Unanswered			5	33.33%
i. Yes	0	0.00%	0	0.00%
ii. No	10	100.00%	10	66.67%
iii.	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
Total	10	100.00%	15	100.00%

Employment Expectations

25. Current work position meets career goals

Unanswered			5	33.33%
i. Yes	1	10.00%	1	6.67%
ii. No	6	60.00%	6	40.00%
iii. Unsure	3	30.00%	3	20.00%
iv.	0	0.00%	0	0.00%

v.	0	0.00%	0	0.00%
Total	10	100.00%	15	100.00%

Employment Expectations

26. Is satisfied with current work position

Unanswered			5	33.33%
i. Yes	4	40.00%	4	26.67%
ii. No	4	40.00%	4	26.67%
iii. Unsure	2	20.00%	2	13.33%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	10	100.00%	15	100.00%

Employment Expectations

27. Will consider seeking a different work position in the near future

Unanswered			5	33.33%
i. Yes	9	90.00%	9	60.00%
ii. No	0	0.00%	0	0.00%
iii. Unsure	1	10.00%	1	6.67%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	10	100.00%	15	100.00%

Portfolio

28. Portfolio helped with getting current work position

Unanswered			5	33.33%
i. Yes	1	10.00%	1	6.67%
ii. No	8	80.00%	8	53.33%
iii. Unsure	1	10.00%	1	6.67%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%

Total	10	100.00%	15	100.00%
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Portfolio Workshops

29. Portfolio workshops helped with getting current work position

Unanswered			5	33.33%
i. Yes	3	30.00%	3	20.00%
ii. No	6	60.00%	6	40.00%
iii. Unsure	1	10.00%	1	6.67%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	10	100.00%	15	100.00%

Portfolio Workshops

30. Job search strategy has changed as a result of taking Portfolio workshops

Unanswered			1	6.67%
i. Yes	8	57.14%	8	53.33%
ii. No	4	28.57%	4	26.67%
iii. Unsure	2	14.29%	2	13.33%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	14	100.00%	15	100.00%

Job Search

31. Is applying for a greater range of positions (paid or volunteer) than before taking Portfolio workshops

Unanswered			0	0.00%
i. Yes	6	40.00%	6	40.00%
ii. No	7	46.67%	7	46.67%
iii. Unsure	2	13.33%	2	13.33%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Job Search

32. Has used the Portfolio to prepare for an interview

Unanswered			0	0.00%
i. Yes	7	46.67%	7	46.67%
ii. No	8	53.33%	8	53.33%
iii.	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Job Search

33. Has used the Portfolio during an interview

Unanswered			0	0.00%
i. Yes	4	26.67%	4	26.67%
ii. No	11	73.33%	11	73.33%
iii.	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio

34. The Portfolio helped during interview process

Unanswered			11	73.33%
i. Yes	4	100.00%	4	26.67%
ii. No	0	0.00%	0	0.00%
iii. Unsure	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	4	100.00%	15	100.00%

Portfolio

35. Interviewer seemed impressed with the Portfolio

Unanswered			11	73.33%
i. Yes	3	75.00%	3	20.00%
ii. No	0	0.00%	0	0.00%
iii. Unsure	1	25.00%	1	6.67%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	4	100.00%	15	100.00%

Portfolio

36. Using the Portfolio during interview made it easier to present qualifications/experience for job

Unanswered			11	73.33%
i. Yes	2	50.00%	2	13.33%
ii. No	1	25.00%	1	6.67%
iii. Unsure	1	25.00%	1	6.67%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	4	100.00%	15	100.00%

Portfolio Workshops

37. Portfolio workshops helped with preparing to discuss any necessary workplace adaptations when interviewed

Unanswered			11	73.33%
i. Yes	4	100.00%	4	26.67%
ii. No	0	0.00%	0	0.00%
iii. Unsure	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	4	100.00%	15	100.00%

Portfolio Workshops

38. Portfolio workshops increased confidence to discuss any necessary workplace adaptations when interviewed

Unanswered			11	73.33%
i. Yes	4	100.00%	4	26.67%
ii. No	0	0.00%	0	0.00%
iii. Unsure	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	4	100.00%	15	100.00%

Education and Training

39. Is currently a full-time student

Unanswered			0	0.00%
i. Yes	1	6.67%	1	6.67%
ii. No	14	93.33%	14	93.33%
iii.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Education and Training

40. Plans to enrol in educational or training course in near future

Unanswered			1	6.67%
i. Yes	8	57.14%	8	53.33%
ii. No	3	21.43%	3	20.00%
iii. Unsure	3	21.43%	3	20.00%
iv.	0	0.00%	0	0.00%
Total	14	100.00%	15	100.00%
Total Unanswered:			112	18.67%
Total Answered:			488	81.33%
Total for First Follow-up Survey:			600	100.00%

Survey Statistics for Second Follow-up survey

Regions: Manitoba
Cohorts: Cohort 1, Cohort 2, Cohort 3
Groups: Acquired Disabilities Portfolio
Survey Date: All

Questions and Answers

Frequency

Excluding Unanswered Including Unanswered

Portfolio Workshops

1. Level of satisfaction with portfolio workshops

Unanswered			0	0.00%
i. Very satisfied	8	53.33%	8	53.33%
ii. Somewhat satisfied	6	40.00%	6	40.00%
iii. Unsure	0	0.00%	0	0.00%
iv. Not very satisfied	1	6.67%	1	6.67%
v. Not at all satisfied	0	0.00%	0	0.00%
vi.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

2. Usefulness of portfolio workshops in helping to identify skills

Unanswered			0	0.00%
i. Very useful	7	46.67%	7	46.67%
ii. Somewhat useful	6	40.00%	6	40.00%
iii. Unsure	0	0.00%	0	0.00%
iv. Not very useful	2	13.33%	2	13.33%
v. Not at all useful	0	0.00%	0	0.00%
vi.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

3. Portfolio workshops helped to identify some personal skills that are important in workplace

Unanswered			0	0.00%
i. Yes	12	80.00%	12	80.00%
ii. No	2	13.33%	2	13.33%
iii. Unsure	1	6.67%	1	6.67%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

4. Portfolio workshops changed way of thinking about employment/volunteer opportunities in relation to disability

Unanswered			0	0.00%
i. Yes	9	60.00%	9	60.00%
ii. No	3	20.00%	3	20.00%
iii. Unsure	3	20.00%	3	20.00%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

5. Portfolio workshops helped to identify skills that can be used effectively at work (whether paid or volunteer) despite disability

Unanswered			0	0.00%
i. Yes	12	80.00%	12	80.00%
ii. No	1	6.67%	1	6.67%
iii. Unsure	2	13.33%	2	13.33%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

6. Has identified new work-related skills and strengths due to taking portfolio workshops

Unanswered			0	0.00%
i. Yes	10	66.67%	10	66.67%

ii. No	2	13.33%	2	13.33%
iii. Unsure	3	20.00%	3	20.00%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

7. Attitude toward skills in relation to applying for jobs/volunteer work since taking Portfolio workshops

Unanswered			0	0.00%
i. More positive than before taking portfolio workshops	7	46.67%	7	46.67%
ii. Less positive than before taking portfolio workshops	1	6.67%	1	6.67%
iii. About the same	6	40.00%	6	40.00%
iv. Unsure	1	6.67%	1	6.67%
v.	0	0.00%	0	0.00%
vi.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

8. Portfolio workshops have opened up new areas of potential employment/volunteer opportunities

Unanswered			0	0.00%
i. Yes	8	53.33%	8	53.33%
ii. No	6	40.00%	6	40.00%
iii. Unsure	1	6.67%	1	6.67%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

9. Feel more work-ready (whether paid or volunteer) due to participating in portfolio workshops

Unanswered			0	0.00%
i. Yes	8	53.33%	8	53.33%
ii. No	1	6.67%	1	6.67%

iii. About the same	3	20.00%	3	20.00%
iv. Unsure	3	20.00%	3	20.00%
v.	0	0.00%	0	0.00%
vi.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

10. Confidence level with regard to getting a job/volunteer position since completing Portfolio workshops

Unanswered			1	6.67%
i. Very confident	6	42.86%	6	40.00%
ii. Somewhat confident	4	28.57%	4	26.67%
iii. Unsure	2	14.29%	2	13.33%
iv. Not very confident	1	7.14%	1	6.67%
v. Not confident at all	1	7.14%	1	6.67%
vi.	0	0.00%	0	0.00%
vii.	0	0.00%	0	0.00%
Total	14	100.00%	15	100.00%

Portfolio Workshops

11 .Overall confidence level has increased due to taking Portfolio workshops

Unanswered			0	0.00%
i. Yes	8	53.33%	8	53.33%
ii. No	3	20.00%	3	20.00%
iii. Unsure	4	26.67%	4	26.67%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio

12. Has completed a working draft of Portfolio

Unanswered			0	0.00%
i. Yes	6	40.00%	6	40.00%

ii. No	8	53.33%	8	53.33%
iii. Unsure	1	6.67%	1	6.67%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio

13. If given opportunity, will show Portfolio to potential employer/volunteer coordinator during interview

Unanswered			0	0.00%
i. Yes	7	46.67%	7	46.67%
ii. No	2	13.33%	2	13.33%
iii. Unsure	5	33.33%	5	33.33%
iv. Not applicable	1	6.67%	1	6.67%
v.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio

14. Portfolio effectively presents work skills to potential employer/volunteer coordinator

Unanswered			0	0.00%
i. Yes	8	53.33%	8	53.33%
ii. No	1	6.67%	1	6.67%
iii. Unsure	5	33.33%	5	33.33%
iv. Not applicable	1	6.67%	1	6.67%
v.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio

15. Portfolio assists in showing how disability can be accommodated in workplace

Unanswered			0	0.00%
i. Yes	5	33.33%	5	33.33%
ii. No	0	0.00%	0	0.00%
iii. Unsure	9	60.00%	9	60.00%

iv. Not applicable	1	6.67%	1	6.67%
v.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio

16. Having a portfolio will help with getting a job or volunteer position

Unanswered			0	0.00%
i. Yes	10	66.67%	10	66.67%
ii. No	1	6.67%	1	6.67%
iii. Unsure	4	26.67%	4	26.67%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Job Search

17. Is actively looking for work

Unanswered			0	0.00%
i. Yes	8	53.33%	8	53.33%
ii. No	7	46.67%	7	46.67%
iii.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio Workshops

18. Portfolio workshops helped with preparing for job search process

Unanswered			7	46.67%
i. Yes	5	62.50%	5	33.33%
ii. No	1	12.50%	1	6.67%
iii. Unsure	2	25.00%	2	13.33%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	8	100.00%	15	100.00%

Employment Status

19. Is currently either employed or working in a volunteer position

Unanswered			0	0.00%
i. Yes	7	46.67%	7	46.67%
ii. No	8	53.33%	8	53.33%
iii.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Employment Status

20. Works or volunteers

Unanswered			8	53.33%
i. Full-time	0	0.00%	0	0.00%
ii. Part-time	7	100.00%	7	46.67%
iii.	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
Total	7	100.00%	15	100.00%

Employment Status

21. Most skills used in previous jobs can be used in current position

Unanswered			9	60.00%
i. Yes	3	50.00%	3	20.00%
ii. No	3	50.00%	3	20.00%
iii. Unsure	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	6	100.00%	15	100.00%

Employment Status

22. Current work position requires use of some skills not often used in previous jobs

Unanswered			9	60.00%
i. Yes	5	83.33%	5	33.33%

ii. No	1	16.67%	1	6.67%
iii. Unsure	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	6	100.00%	15	100.00%

Employment Status

23. Current work position represents a major career change

Unanswered			9	60.00%
i. Yes	2	33.33%	2	13.33%
ii. No	3	50.00%	3	20.00%
iii. Unsure	1	16.67%	1	6.67%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	6	100.00%	15	100.00%

Employment Status

24. Attended an educational or training program to get current work position

Unanswered			9	60.00%
i. Yes	1	16.67%	1	6.67%
ii. No	5	83.33%	5	33.33%
iii.	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	6	100.00%	15	100.00%

Employment Expectations

25. Current work position meets career goals

Unanswered			9	60.00%
i. Yes	3	50.00%	3	20.00%
ii. No	1	16.67%	1	6.67%
iii. Unsure	2	33.33%	2	13.33%

iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	6	100.00%	15	100.00%

Employment Expectations

26. Is satisfied with current work position

Unanswered			9	60.00%
i. Yes	6	100.00%	6	40.00%
ii. No	0	0.00%	0	0.00%
iii. Unsure	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	6	100.00%	15	100.00%

Employment Expectations

27. Will consider seeking a different work position in near future

Unanswered			9	60.00%
i. Yes	3	50.00%	3	20.00%
ii. No	2	33.33%	2	13.33%
iii. Unsure	1	16.67%	1	6.67%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	6	100.00%	15	100.00%

Portfolio

28. Portfolio assisted with getting current work position

Unanswered			8	53.33%
i. Yes	2	28.57%	2	13.33%
ii. No	5	71.43%	5	33.33%
iii. Unsure	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%

v.	0	0.00%	0	0.00%
Total	7	100.00%	15	100.00%

Portfolio Workshops

29. The Portfolio workshops helped with getting current work position

Unanswered			8	53.33%
i. Yes	3	42.86%	3	20.00%
ii. No	3	42.86%	3	20.00%
iii. Unsure	1	14.29%	1	6.67%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	7	100.00%	15	100.00%

Portfolio Workshops

30. Job search strategy has changed as a result of taking Portfolio workshops

Unanswered			0	0.00%
i. Yes	9	60.00%	9	60.00%
ii. No	3	20.00%	3	20.00%
iii. Unsure	3	20.00%	3	20.00%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Job Search

31. Is applying for a greater range of positions (paid or volunteer) since taking the Portfolio workshops

Unanswered			1	6.67%
i. Yes	8	57.14%	8	53.33%
ii. No	4	28.57%	4	26.67%
iii. Unsure	2	14.29%	2	13.33%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%

Total	14	100.00%	15	100.00%
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Job Search

32. Has used the Portfolio to prepare for an interview

Unanswered			0	0.00%
i. Yes	5	33.33%	5	33.33%
ii. No	10	66.67%	10	66.67%
iii.	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Job Search

33. Has used the Portfolio during an interview

Unanswered			0	0.00%
i. Yes	4	26.67%	4	26.67%
ii. No	11	73.33%	11	73.33%
iii.	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Portfolio

34. The Portfolio helped during interview process

Unanswered			11	73.33%
i. Yes	3	75.00%	3	20.00%
ii. No	0	0.00%	0	0.00%
iii. Unsure	1	25.00%	1	6.67%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	4	100.00%	15	100.00%

Portfolio

35. Interviewer seemed impressed with the Portfolio

Unanswered			11	73.33%
i. Yes	2	50.00%	2	13.33%
ii. No	0	0.00%	0	0.00%
iii. Unsure	2	50.00%	2	13.33%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	4	100.00%	15	100.00%

Portfolio

36. Using the Portfolio during interview made it easier to present qualifications/experience for the job

Unanswered			11	73.33%
i. Yes	4	100.00%	4	26.67%
ii. No	0	0.00%	0	0.00%
iii. Unsure	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	4	100.00%	15	100.00%

Portfolio Workshops

37. Portfolio workshops helped prepare for discussing any necessary workplace adaptations when interviewed

Unanswered			11	73.33%
i. Yes	2	50.00%	2	13.33%
ii. No	2	50.00%	2	13.33%
iii. Unsure	0	0.00%	0	0.00%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	4	100.00%	15	100.00%

Portfolio Workshops

38. Portfolio workshops have increased confidence to discuss any necessary workplace adaptations when interviewed

Unanswered			11	73.33%
i. Yes	3	75.00%	3	20.00%
ii. No	0	0.00%	0	0.00%
iii. Unsure	1	25.00%	1	6.67%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	4	100.00%	15	100.00%

Education and Training

39. Is currently a full-time student

Unanswered			0	0.00%
i. Yes	1	6.67%	1	6.67%
ii. No	14	93.33%	14	93.33%
iii.	0	0.00%	0	0.00%
Total	15	100.00%	15	100.00%

Education and Training

40. Plans to enrol in an educational or training course in near future

Unanswered			1	6.67%
i. Yes	4	28.57%	4	26.67%
ii. No	5	35.71%	5	33.33%
iii. Unsure	5	35.71%	5	33.33%
iv.	0	0.00%	0	0.00%
v.	0	0.00%	0	0.00%
Total	14	100.00%	15	100.00%

Total Unanswered: 152 25.33%

Total Answered: 448 74.67%

Total for Second Follow-up survey: 600 100.00%