



PEN-International Workshop/Training/Plan

Title: Working with Employers

Workshop Developer: Linda A. Iacelli, NTID Center on Employment

Description: A three-hour workshop that will provide discussion of and experience with selected strategies for working with potential employers of deaf students and graduates, including marketing, employer development and employer training.

This interactive workshop will build awareness of the challenges faced by employment specialists, and deaf students and graduates in finding employment commensurate with their training and skills. It will use lecture, discussion and experiential activities to gain an appreciation of potential strategies to meet these challenges and open doors to employment opportunities. Discussion will include assessment of how feasible these strategies might be in participants' countries and cultures or how they might be adapted to be used successfully.

Goals:

1. To define the challenges of assisting students and graduates to find meaningful employment related to their field.
2. To participate in selected activities to practice marketing and developing rapport with potential employers.
3. To experience awareness raising exercises that assist employers in feeling comfortable working with deaf persons.
4. To compare and contrast selected employer relations strategies and evaluate them on the basis of applicability to their countries/cultures.

Objectives:

1. List 4 examples of challenges experienced by deaf students/graduate job seekers and employment specialists.
2. Specify issues of concern to employers and compare with issues in participants' countries.
3. List 4 main marketing strategies NTID Center on Employment (NCE) uses to raise employer awareness. Discuss sample marketing plan.
4. List the features of co-op/intern employment and how they benefit the employer.
5. List 4 strategies used to cultivate relationships with employers.
6. Practice employer development by participating in a mock phone call to an employer.

7. Learn about how NCE uses the Working Together: Deaf and Hearing People workshop to assist employers in feeling comfortable hiring and working with a deaf individual.
8. Participate in 3 activities/exercises from the WT workshop to gain an appreciation of deaf culture in the workplace, communication strategies, and integration and accommodation.
9. Given the above experiences, discuss how these marketing, employer development and training strategies might be applied in participants' cultures.

Lesson Plan:

Working With Employers (see attached)

Resources:

Pre-Workshop Activities/Readings/Resources:

- NCE Web site: www.rit.edu/ntid/coops/jobs
- "Deaf People at Work: Assessment of Communication Among Deaf and Hearing Persons in Work Settings," Susan Foster and Janet MacLeod-Gallinger, NTID/RIT, paper presented at the Workshop on Assessment of Auditory Communication: From Lab to Real Life, Orebro University, Ahlsen Research Institute, Sept. 6-8, 2001.
- The Employment Situation and Experiences of Deaf and Hard of Hearing People, Research into Deafness and Employment, Wendy Bradshaw. The Royal National Institute for Deaf People, London, England, May, 2002
- People With Hearing Loss and the Workplace, A guide for Employers to Comply with the ADA, Self-Help for the Hard of Hearing (SHHH), Bethesda, MD, 1996 (second edition).
- Partnerships 2000: Achieving a Barrier-Free Workplace, selected proceedings of the first National Forum on Employment of Deaf and Hard of Hearing People, Glenn Anderson, PHD, and Douglas Watson, PhD, editors, Little Rock, Arkansas, 1995.

Materials Used During Workshop

- PowerPoint Slides
- NCE Marketing Plan
- NCE Marketing Literature
- Exercise Sheets
- WT Participant Manual and Agenda
- NCE Website

Post Workshop Readings/Resources

- Job Aid from NCE Sales Training (PDF)

- WT Workbook and Trainer Manual (PDF)

Evaluation – please submit an evaluation of this workshop.



PEN-International

Lesson Plan – Working With Employers

The Page Design:

By following the instructions in the center column of each page in the Lesson Plan, you know what to say and how to enable the participants to carry out each activity.

The two columns in the Lesson Plan on either side of the center column, marked **MEDIA** and **NOTES**, are cues and suggestions. The **MEDIA** column tells you what media to use and when to use it. The **NOTES** column includes suggestions for discussions, possible answers to questions posed in activity.

To prepare for the training program, you will need:

Presentation Materials

- PowerPoint Slides
- Audiotape or Speech Maskers
- Easel & Flip Chart

Other Items Needed:

- Program Agenda
- Name Tags
- Exercise Sheets for: 1) Features/Benefits Exercise; 2) Integration & Accommodation Exercise
- WT Agenda

Welcome and Introductions:

Time: 5 minutes

Media	Activity	Notes
PowerPoint (Title slide for workshop)	Welcome Educators Introduce Yourself <ul style="list-style-type: none"> • Why are you presenting? • What is NCE? • Your background, experience working with employers Ask participants to introduce themselves <ul style="list-style-type: none"> • Name & position 	Keep this section brief
Show Agenda	Agenda for the Workshop <ul style="list-style-type: none"> • Challenges • Marketing • Employer Development • Employer Training 	

Activity: Challenges to Hiring

Time: 25 minutes

Goal: to define the challenges of assisting students and graduates to find meaningful employment related to their field

Media	Activity	Notes
PowerPoint Slides "Challenges" "Examples"	<p>Ask participants: What are some of the challenges students face in finding meaningful employment?</p> <p>What are some concrete examples of the barriers or challenges at NTID?</p> <ul style="list-style-type: none"> • Phone/relay hang-ups to student calls • How to get employers to come to us? • Relatively small number of recruiting companies on campus • Resistance to hiring shown by non response to employment advisor initiatives by phone, letter <p>What are some examples of employer objections to hiring in your country/countries? (Discussion follows)</p>	<p>Possible answers:</p> <ul style="list-style-type: none"> • Ignorance of deafness • College not known • Fear about communication/safety • Concerns about effort involved vs. benefit to company
Flipchart Easel		Write their responses (see page 15 of sales/training book for examples)
PowerPoint Slide – "defining terms"	<p>NTID's Response to these Challenges: A 3-pronged approach:</p> <ul style="list-style-type: none"> .marketing .employer development .employer training <p>Define terms:</p> <ul style="list-style-type: none"> .Marketing – raising awareness of NTID among employers 	

Activity: Marketing Exercise

Time: 30 minutes

Media	Activity	Notes
Hand out exercise sheet: "Features & Benefits"	Purpose: To practice some messages to use with employers considering the objectives we discussed earlier. Situation: Imagine you are preparing to send a letter or make a call to raise awareness of your college and the benefits of hiring a co-op/intern student. Co-op is required for a degree at RIT/NTID. Method: Break up into small groups to brainstorm and record some benefits to the employer of hiring an intern/co-op student. Assign a person from each group to report. (Allow 10 minutes)	Each group reports – List their answers
Flip chart & easel	What benefits did you list? These can be used as themes & messages in various marketing strategies. How would this approach work in your countries? Suggestions to adapt it?	Discussion

Activity: Employer Development

Time: 25 minutes

Media	Activity	Notes
PowerPoint: "Employer Development Strategies"	Discussion: 5 minutes Some strategies NCE uses to develop & maintain employer relationships: <ul style="list-style-type: none">• company visits• co-op visits• telethons (cold calls)• follow-up calls after meeting employer Importance of using marketing messages, materials, features & benefits of hiring, in all of the interactions	

Exercise: Role Play a Call to an Employer (Time 20 min.)

Media	Activity	Notes
	Purpose: Practice employer development by participating in/evaluating a mock telephone call(s) to an employer Situation 1: Imagine you are calling a company representative for the first time, having been referred by the Dean. Or Situation 2: Imagine you are calling an Employer who has hired in the past. Method: Take 10 minutes to write a script for what you would say to encourage the employer to consider your school as a hiring source, or to consider another candidate.	

Easel/Flip Chart	<p>(Break: 10 min.)</p> <p>Ask for volunteers. Then share the script in a mock call with trainer.</p> <p>Discussion:</p> <ul style="list-style-type: none"> How did they do? What did you notice? What did they do well? Suggestions for improvement? How would these strategies work in your countries? Suggestions to adapt them? 	Write down their comments/suggestions
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Activity: Employer Training

(Total Time 70 min)

Goal—To experience awareness-raising exercises that assist employers in feeling comfortable working with deaf persons

Media	Activity	Notes
PowerPoint Slide: WT Goal & WT Agenda	<p>Introduce Working Together: Deaf & Hearing People Time: 5 minutes Explain how/when WT is presented to develop employer comfort/confidence in hiring/working with a deaf person</p> <ul style="list-style-type: none"> • On site • Community wide • Train the Trainer • Training package 	
PowerPoint Slide: "Deaf Culture"	<p>Selected Excerpts: Deaf Culture as it may be seen in the workplace & discussion Time: 10 minutes Identify Values & Beliefs Rules of Behavior</p>	<p>See page 2-9&10 in WT Trainer Manual WT Participant Manual; pp. 2-12 to 2-22 (read articles)</p> <p>See Participant's Manual, pg. 3-5</p>
PowerPoint Slide: "Basic Communication Principles"	<p>Communication Principles & Strategies</p> <p>Basic Communication Principles Time: 5 minutes Present Principles (see pages 3-5 in Trainer's manual)</p>	
Audiotape "White Noise" or Speech Maskers	<p>Exercise: Communication Barrier Exercise Time: 25 min. Explain Exercise Purpose:</p> <ul style="list-style-type: none"> • To experience or observe communication between four to five people when there is a "deaf" colleague in the group • To develop and apply appropriate communication strategies in a small group with a "deaf" colleague • To develop sensitivity to communicating with a "deaf" colleague as a member of a group <p>Situation:</p> <ul style="list-style-type: none"> • A discussion between hearing people and a "deaf" colleague <p>Method:</p> <ul style="list-style-type: none"> • Four to five people select a topic and have a brief conversation. • The choice of communication strategies to be used is determined by the group. • One person plays the "deaf" employee by wearing headphones and hearing "white noise". • Other participants observe. • Everyone discusses the experience. <p>Instructions:</p> <ul style="list-style-type: none"> • Turn on the recording of "white noise" and let participants hear the noise that creates the communication barrier. • Explain that the noise: -blocks external sounds without damaging hearing, and creates a communication barrier -is not the sound a deaf person hears. 	<p><i>Review the Purpose, Situation, and Method with participants.</i></p> <p><i>"Deaf" refers to the person who wears headphones and hears a recording of white noise that creates a communication barrier by masking speech and environmental sounds.</i></p> <p><i>Point out that many of the strategies will apply to one-on-one communication as well. The trainer may choose to present this exercise as a one-on-one conversation with two volunteers. Speech maskers may be used instead of the audiotape to do the exercise in pairs.</i></p> <p><i>Do not suggest how volunteers can communicate. Communication techniques were introduced in the "Working Together" videotape.</i></p> <p><i>White noise</i></p> <p>Suggestion: After participants have heard the noise, put on headphones and determine approximate volume for masking conversation.</p>

Media	Activity	Notes
PowerPoint Slides: "General Communication Strategies" and "Group Communication Strategies"	<ul style="list-style-type: none"> Select four or five volunteers and have them stand or sit in the front of the room. Select one person to wear the headphones and become the "deaf" person. Explain that volunteers converse for 5 minutes. Ask the other participants to observe the communication strategies that are used Tell the group to select a topic. <p>Conduct exercise</p> <p>Discuss exercise Ask volunteers:</p> <ul style="list-style-type: none"> How did you feel as you communicated with each other? <ul style="list-style-type: none"> What communication strategies did you use? <ul style="list-style-type: none"> What will you try to remember about communication when a deaf person is present? <p>Ask Observers:</p> <ul style="list-style-type: none"> What other strategies did you observe during the group conversation? 	<p><i>Have "deaf" person put on headphones and adjust volume after the instructions are reviewed and before the topic is selected. (or pair off one-on-one using speech maskers)</i></p> <p><i>Discussion topics:</i> <i>.Getting acquainted</i> <i>.Plans to see a movie</i> <i>.Plans for a department picnic</i> <i>.Discussion of a current issue</i></p> <p><i>Have "deaf" person remove headphones before discussion.</i> Possible answers: <i>.frustrated</i> <i>.isolated</i> <i>.confused</i> <i>.uncertain</i> <i>.impatient</i></p> <p><i>List communication strategies on the board.</i></p> <p>Possible answers: <i>.eye contact</i> <i>.rephrasing</i> <i>.talk one at a time</i> <i>.indicate speaker to deaf person</i> <i>.let deaf person know when topic changes</i> <i>.have paper and pencil available</i> <i>.check for understanding</i></p> <p>Possible answers: <i>.Watch for deaf person's desire to participate.</i> <i>.Monitor pace of conversation.</i> <i>.Ask deaf persons where they want to sit or stand.</i> <i>. Be patient.</i> <i>.Ask for clarification.</i></p> <p><i>Add any strategies that have not been listed.</i> <i>Group Communication Methods" and (3-12)</i> <i>"Interactive Writing Strategies."</i></p>

Media	Activity	Notes
PowerPoint Slide: "Principles of Integration & Accommodation"	<p>Integration and Accommodation of Deaf Employees in the Workplace</p> <p>Principles of Integration and Accommodation Time: 5 min.</p> <p>Integration and Accommodation Exercise Time: 20 min. Questions 1-4 Assign one to each group Explain exercise Purpose:</p> <ul style="list-style-type: none"> To apply what has been learned about deafness by developing integration and accommodation plans for the workplace. <p>Method:</p> <ul style="list-style-type: none"> Working in groups, and using the exercise worksheet as a guide, participants develop integration and accommodation strategies. Each group reports back to the larger group. <p>Instructions:</p> <ul style="list-style-type: none"> Divide participants into groups and assign a proportionate number of questions and case studies each group for discussion. Have each group choose one person to record ideas on the worksheet and report the plan. Using the Integration and Accommodation Exercise worksheet, each group develops specific ideas for each category assigned. Establish time limits for discussing and writing plans. <p>Conduct exercise Discuss exercise</p> <ul style="list-style-type: none"> Have each group recorder report the group's plan. Have participants compare their ideas to the lists in the section of the Participant's Manual titled, "How can Deaf and Hearing Colleagues Work Together?" Conclude with a request for additional comments <p>How would this workshop be received in your countries & what adaptations would need to be made? (e.g., PR manual, make new video?)</p>	<p><i>Review the Purpose and Method with participants.</i></p> <p><i>"Integration and Accommodation Exercise" worksheet</i> Participant's Manual (4-4) <i>Group discussions should be 10-15 minutes in length</i></p> <p><i>Circulate from group to group and assist only as needed.</i></p> <p><i>List ideas by worksheet category on the board.</i></p> <p><i>Refer to Participant's Manual (4-7) "How Can Deaf and Hearing Colleagues Work Together?"</i></p>

Media	Activity	Notes
	Conclusion: Reflection and Goal Setting Time: 5 mins. What is the most important thing you have learned? What goal do you have for yourself as resulting from our discussion today?	