

### Project Summary for IAL Website

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<b>Project Title:</b>	An exploratory investigation of persons with disabilities' workforce and CET participation
<b>Project Number:</b>	GA24-02
<b>Year of Approval:</b>	2025
<b>Funding Source:</b>	WDARF
<b>Objectives and intended outcomes of the project:</b>	We seek to examine the conditions that support or hinder long-term, main-stream workforce participation among persons with disabilities (PWDs) in Singapore. By exploring psychosocial factors across the employment journey – hiring, onboarding, workplace integration, and access to training – we aim to identify what sustained, meaningful mainstream employment looks like for this group. We aim to generate actionable recommendations to inform training, job design, and inclusive workplace practices. Anticipated outcomes include a framework of workforce inclusion, enriched understanding of PWDs' lived experiences, and guidance for improving continuing education and employment pathways for the disability community.
<b>Project Team</b>	
<b>Principal Investigator:</b>	Assoc Prof Sandy LIM, Department of Management & Organisation, NUS Business School, National University of Singapore
<b>Co-Principal Investigator:</b>	Dr. Angeline Lim, NUS Care Unit, National University of Singapore
<b>Summary of Project (up to 300 words)</b>	
<p>We examine, through an interpersonal lens, the socio-psychological processes through which persons with disabilities (PWDs) in Singapore integrate into the mainstream workforce and access continuing education and training (CET). While there have been commendable policy efforts and structural initiatives to improve employment outcomes for PWDs, significant gaps remain in job-role matching, retention, career progression, workplace belonging, and the translation of training into practice.</p> <p>We explore how PWDs navigate the employment lifecycle—from hiring and onboarding to role adaptation and eventual embeddedness in the workplace. Recognizing that integration is not a one-sided process, we conceptualize it as a bi-directional adjustment involving both PWDs and their co-workers or supervisors. Drawing on theories of organizational socialization and job embeddedness, we explore how interpersonal dynamics and workplace practices shape outcomes such as identity affirmation, psychological safety, and long-term inclusion. We pay particular attention to “moments that matter,” such as onboarding experiences, peer relationships, access to feedback, and opportunities for skill utilization and growth.</p> <p>Using qualitative methods, we will conduct semi-structured interviews with PWDs, employers, job coaches, and training providers. These conversations will help illuminate how relational and institutional dynamics interact with individual aspirations, constraints, and identities. By centering the lived experiences of PWDs and the role of workplace socialization, this research seeks to deepen our understanding of what sustained inclusion looks like in practice.</p> <p>Findings from this study aim to inform inclusive job design, supervisor and peer training, and the enhancement of CET programmes. In doing so, the project will contribute to ongoing efforts under the Enabling Masterplan to build a more inclusive and enabling labour market for all.</p>	