

Ability in the workplace

Supervisory & Management skills 1 day workshop

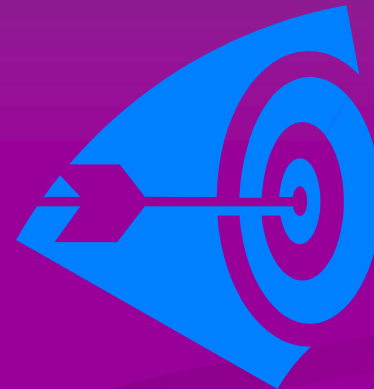
Or

Supervisory & Management skills 2 x half day workshop

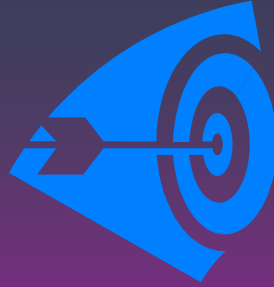
Objectives of the workshop



- This programme aims to give you the practical skills in how to supervise and manage disability in the workplace both at a policy level and practical level.
- Specifically:



Objectives



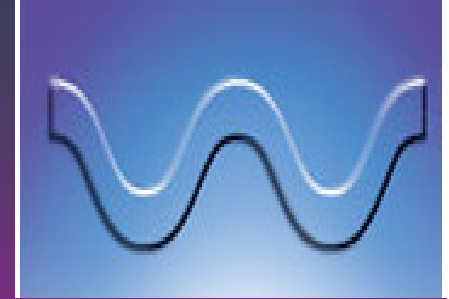
- Insight and understanding of disability in the workplace
- Insight into Employment legislation and disability
- Skills to effectively supervise and manage employees with disabilities
- Increased knowledge of reasonable accommodations and how to provide these
- Confidence in dealing with people when they disclose their disability in the workplace
- Awareness of the supports and grants available to employers when accommodating an employee with disability

Sections



- 1. Introduction
- 2. Communication and supporting a colleague with a disability
- 3. The Law
- 4. Supervisory & Management skills
- 5. Grants and Support services

Section 1



Introduction

Company benefits



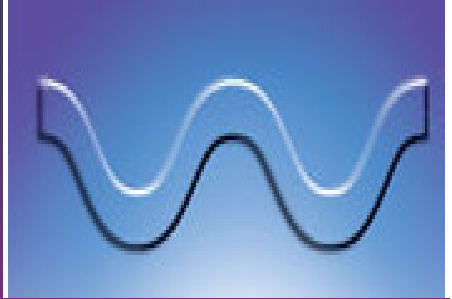
- Best practice
- An employer of choice
- Promoting diversity in the workplace
- Attract potential investors
- Reputation as a progressive and inclusive company
- Greater appreciation of it's consumers
- Customer loyalty
- Option to achieve an O2 Ability Award
- Employment equality legislation

Equal opportunity employer



- Widest choice of candidates
- Overcome skills shortage
- Improves job satisfaction
- Higher employee morale
- Recognition that you do not endorse discrimination in the workplace
- Organisation strategy in meeting challenges posed by labour market conditions
- Standards of conduct

Section 2



Communicating and Supporting colleagues with disability

Perceptions of “employment”



- Job search fatigue
- Lack of confidence
- Low self-esteem
- Economic independence
- Increased participation in work and society in general
- Challenges exist on 3 levels:
 - attitudinal
 - physical
 - communication

Groups of people with disabilities

- Blind or visually impaired
- Deaf or hearing impaired
- Mobility aids
- Speech impairments
- Learning / cognitive disabilities
- Mental health difficulties

Blind or visually impaired



- Speak as you approach
- In groups identify yourself and the person to whom you are speaking
- Talk directly to the person, not through a third party
- Don't touch or distract a service dog without permission from the owner
- Ask permission to lead the other person, let them hold your arm and control their own movements

Blind or visually impaired

- Give clear directions
- When offering a seat, gently place the individuals hand on the back or arm of the chair
- Clear obstacles or pathways
- When circulating written docs, use large print, voice mail, or a tape recorder or email if they have email software for screen reading
- Assign someone to assist the individual



Deaf or hearing impaired



- Sign language, finger spelling, hand writing, lip reading, hearing aids
- Don't assume one particular method
- Quiet environment
- Speak clearly
- One person speak at a time
- Touch lightly on the shoulder for attention
- Lip reading – face person all the time, don't cover your mouth
- Allow time for message to be absorbed
- An interpreter facilitates , don't consult
- Watch your pace with sign-language

Mobility aids



- Enable user to keep their aid within easy reach
- Access: building, toilets, canteen and meeting rooms etc
- Ramps and removal of obstacles
- Furniture
- Place your self at their eye level (chair)
- Don't lean on their mobility aid
- Ask before you push
- Allow phone to ring a little longer

Speech impairments



- Unsure- Ask to repeat and then repeat it back to them
- Use questions that require short answers or a head nod
- Don't finish their sentences
- Consider writing as an alternative means of communication, Ask first
- Don't raise your voice, (their hearing isn't impaired)
- Ensure to include the person

Learning/cognitive disabilities



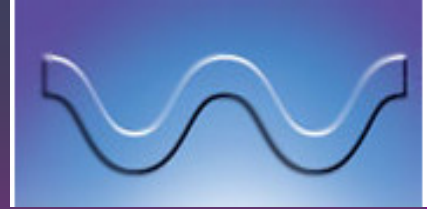
- Give exact instructions
- Consider giving smaller amounts of directions
- Learning in small steps through repetition
- Responsibilities sub-divided and learned in stages
- Praise work well done
- Respect need for inclusion
- Help with unexpected things such as: help with money, buses, queuing

Learning/cognitive disabilities



- Quiet place
- Repeat what you've said
- Explain something more than once
- Straight forward language
- Be prepared to give extra time
- Offer assistance – wait for acceptance
- Be patient, flexible and supportive
- Use precise language and simple sentences

Mental health difficulties



- Supportive working environment
- Minimise distraction
- Allow frequent breaks
- Divide tasks
- Foster inclusion
- Providing memory aids
- Recognise achievement
- Counseling and employee assistance programmes
- Allow Phone calls to doctor
- Allow time off
- Allow a flexible approach to leave

Codes of Practice guidelines

- Introduction
- Definition
- Policy Statement
- Code of Practice
- Recruitment & Selection process
- Inclusion in the Workplace
- Accommodation & Equipment
- Staff & Career Development
- Health & Safety at Work and Evacuation Procedures
- Implementing, Review and Monitoring of the Code.

Section 3



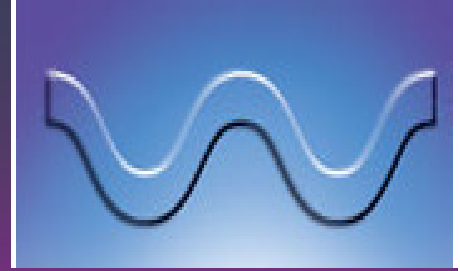
The Law:

Employment Equality Acts 1998 & 2004



Ability in the workplace

The law



- Relevant legislation
- Definition of Disability
- What is Unlawful?
- What are the exemptions?
- What are the special measures?
- What is Disproportionate burden?
- What are appropriate measures?
- Grievance

Relevant legislation



- Employment Equality Acts 1998 & 2004
- Equal Status 2000
- Equality Act 2004

Definition of disability relates to

- Bodily or mental functions
- Organisms in body
- Malfunction, malformation, or disfigurement of body
- A condition or malfunction causing person to learn differently
- Thought processes, perception of reality, emotions or judgment, leading to disturbed behaviour

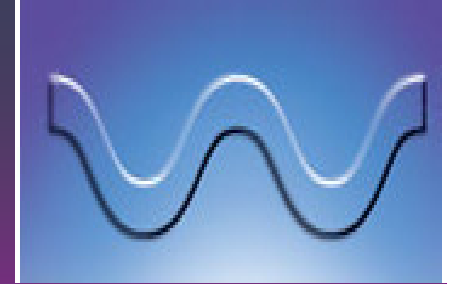


Unlawful to discriminate in



- Recruitment and employment
- Conditions of employment (other than remuneration or pension benefits)
- Training or work experience
- Promotion or classification of posts
- Discriminatory rules or instructions

The law also relates to:



- Industrial relations agreements
- Job advertisements
- Professional bodies
- Vicarious liability
- Exemptions

Exemptions



- “It is not unlawful for an employer to refuse to hire, retrain or promote an employee where the employee is unwilling to carry out or accept the conditions under which the duties are to be performed or is not fully capable of carrying out all of the duties concerned”
- People with a disability would be considered to be fully competent and capable for a job if they could do the work with the aid of special services or facilities. Employers are obliged to provide such services or facilities unless such provision would represent a disproportionate burden on the organisation

Special measures allowed



- Integration into employment by reducing or eliminating the effects of discrimination
- Special rates of remuneration, treatment or facilities
- The employer is not obliged to provide special treatment or facilities when "disproportionate burden" is likely to be incurred

Disproportionate burden

Account shall be taken, in particular, of

- the financial and other costs entailed;
- the scale and financial resources of the employer's business and;
- the possibility of obtaining public funding or other assistance



Appropriate Measures

“appropriate measures”, in relation to a person with a disability -

- a) means effective and practical measures, where needed in a particular case, to adapt the employer's place of business to the disability concerned,
- b) ...includes the adaptation of premises & equipment, patterns of working time, distribution of tasks or the provision of training or integration resources, but
- c) does not include any treatment, facility or thing that the person might ordinarily or reasonably provide for himself or herself.

Grievance

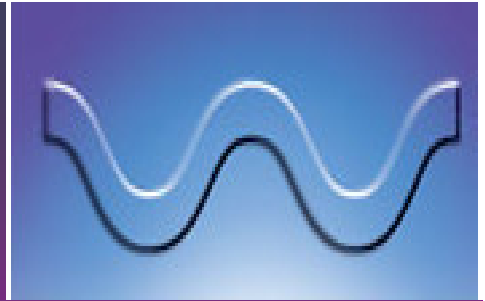


- Office of the Director of Equality Investigations (ODEI) or the Labour court
- Independent
- Employment Equality Act 1998 and Equal Status Act 2000
- Decisions may be appealed
- ODEI also provides a mediation service

Implications for Supervisors & Managers

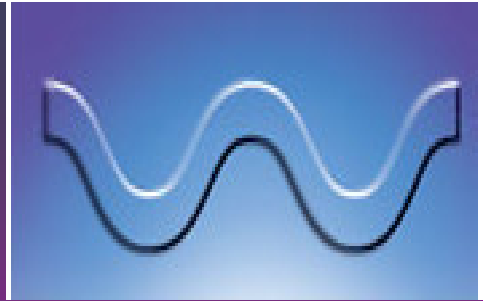
- To know the law and to comply with it
- To consider adopting an equal opportunity policy
- To look for professional advise
- To be vigilant and to assess their work place for breeches of the law
- To consider the wording of their job adverts wisely
- To consider possible accommodations
- To consider positive action measures.

Section 4



Supervisory & Management Skills

Ability in the workplace



Supervisory & Management skills – Recruitment & Selection

Recruitment process –The steps

- Job analysis Pg 42
- Job profile and Personal specification Pg 44
- The job advertisement Pg 45
- The application process Pg 47
- *The interview Pg 51
- A pre employment medical exam Pg 53

Job analysis- uses



- Job profile and personal specification
- Advertising, interviewing and short listing
- Identify the training needs of employees
- Useful when an employee is returning to work after acquiring a disability
- When considering promotion
- Request for reasonable accommodation
- Reduce the likelihood of discriminatory questions at interview
- Develop objective and job- related selection criteria

Job profile



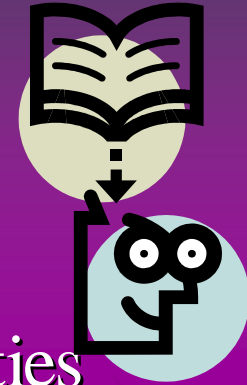
- Step 2 of the recruitment process
- Distinguish between essential and desirable requirements for the job
- Clear language
- Encourage the application of a suitably qualified person with less experience
- Take into account non- mainstream educational qualifications

Personal specification



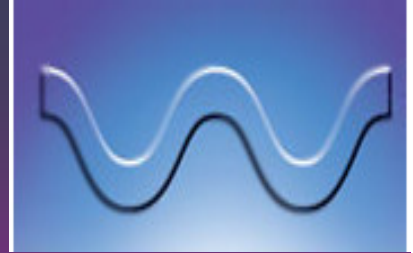
- Based on the job profile
- It details the requirements for the job in terms of:
 - Qualifications
 - Personal skills
 - Experience

Job advertisement- Content and Wording



- Step 3 of the recruitment process
- Should reflect equal opportunities
- Welcome applications from people with disabilities
- State arrangements can be made to accommodate the needs of candidates with disabilities
- Correct term 'people with disabilities'
- Make the job profile easy to understand
- Information in several accessible formats
- Provide an email address and/ or fax number

Job advertisement- where



- Go wider than just national newspapers
- Unemployment support service agency
- Specific disability publications
- FÁS and FÁS placement officers
- The supported employment consortium in your area
- If using an agency how are they equipped to deal with a person with a disability?

Avoid



-“Driver’s Licence”.....
-“Can work under pressure”.....
- Length of work experience rather than skills acquired
-“fit and active”.....
- Written applications where a phone or fax or email isn’t included

Flexibility in provision of information

- Examples:
- Enlarged text
- Explain clearly and exactly what a particular job requirement means
- Provide a variety of options to find out more information (email, phone, fax, website)
- Consider including full selection criteria

Application process- form

- Step 4 in the recruitment process
- Clear instructions
- Focus on requesting information on relevant work- related educational attainments, skills, knowledge and abilities
- An option to outline non- mainstream education
- Available in a number of formats



The job interview



- Step 5 in the recruitment process
- Disability awareness training for interview panel
- Automatic interview for all applicants who meet the qualification requirements
- Interview is fully accessible to those with a disability
- Familiarity with Employment Equality Legislation
- Familiarity with grants, supports and services available
- Descriptions of the company's expectations
- Examine the interview process

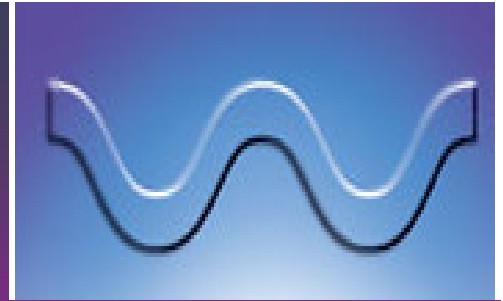
The job interview



- All candidates treated with equality, respect, and candour
- Eligibility based on qualifications
- Gender- neutral language
- All candidates asked the same open and direct questions
- Questions relating to a person's ability to do a particular job should be discussed with the individual before the final decision is made
- Outline the decision- making process

Pre-employment medical exam

- Step 6 in the recruitment process
- If “medical check” policy exists then all successful candidates should be checked
- Job descriptions for Doctor
- Relevant requirements for doing the job stated
- Special treatment or facilities
- Other professionals as appropriate, i.e. occupational therapists



Supervisory & Management skills - Disclosure

Ability in the workplace

Timing may vary according to:



- Type of disability
- The issues of support
- Perception of the reaction of their employer / potential employer
- Perception of the reaction of their co-workers / potential co-workers
- Perception of discrimination or unfair treatment
- Where the disability is apparent then the issue of disclosure is decided by the nature of the disability

3 Steps involved in disclosure



- Step 1: Understanding
- Step 2: Acknowledgment of ability
- Step 3: Realisation of anxiety

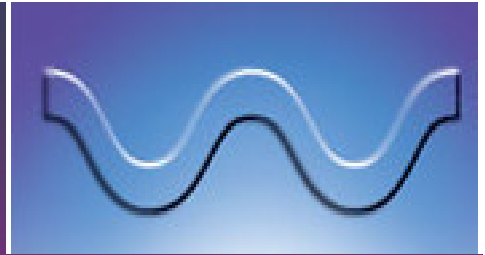
Guiding principles



- Keep an open mind
- Be positive and constructive
- Acknowledge the challenge of disability
- Actively listen
- Take notes of the exact nature of their disability
- Give them time to explain their disability
- Treat the information in a confidential manner
- Ask about any supports available

Guiding principles- at an interview

- Do not diverge from the list of interview questions.
- Do not ask any questions about their disability which do not relate to job performance or supports required in the workplace
- Do not make any firm decisions or conclusions
- Be open to difference and focus on their knowledge and abilities



Supervisory & Management skills - Support

Ability in the workplace

Support in the work place

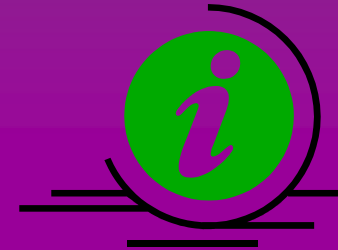


- Induction
- Disability awareness training
- Integration into the workplace
- Assignment of roles and responsibilities
- Mentoring
- Involvement
- Returning to work after acquiring a disability
- The key role of the supervisor
- Training
- Health and safety
- Flexibility with work

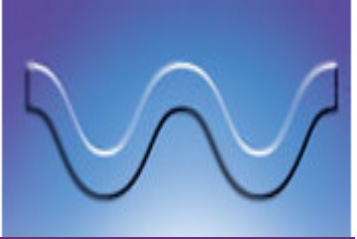
Induction



- Induction should include:
- the reality of a new job
- the specific aspects of the work
- the expectations of the employer in
- initial on- the- job training



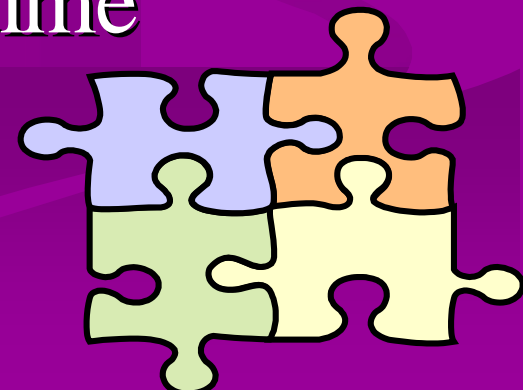
Disability awareness training



- Key to improving communications
- Addressing misconceptions
- Building a positive environment
- Should be available to all relevant personnel
- Grants are available from FÁS

Integration into the workplace

- The nature of all the working relationships
- The relationships formed with work colleagues are critical
- Collaborative approaches e.g. mentoring or buddy system
- Ability change and adapt over time



Assigning roles and responsibilities

- Essential to ensuring the effective integration
- Engage a range of people to contribute to deliver of a solution
- Disability awareness training, problem-solving skills and ongoing commitment to engagement are necessary

Mentoring

- Consider for all new employees with disabilities
- Agree between the new employee and the potential mentor
- Time frame should be defined
- Should operate during working hours or work-related social events.
- Employees with disabilities should also be trained as mentors



Involvement



- Employees with disabilities should be:
- Integrated into whatever workplace arrangements prevail
- Included in all teamwork and also have an opportunities to assume leadership positions
- Involved in staff meetings and event planning
- Involved in union meetings if they are members
- Involved with social events, informal employee gatherings and sporting activities

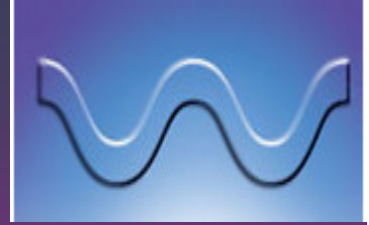


Facilitating a smooth and safe resumption of work:



- Appointment of a supervisor with responsibility for overseeing and managing the reintegration process
- Monitoring progress and work assignments
- Avail of vocational rehabilitation counseling
- Develop temporary, on- site work options
- Consult with supervisors, trade union/ employee representatives and employees to identify ways in which the employee can return to work in an incremental fashion
- Awareness training for co- workers

Facilitating a smooth and safe resumption of work:



- Constant communication with the employee
- Return-to- work planning process and programme
- Roles and functions training for supervisors
- Ensure that supervisors and employee knows that you will support them
- Up- to- date job descriptions and job task analyses
- Meet with employee to discuss accommodation options and ideas
- Define and facilitate reasonable accommodations

Communication with treating Doctor

- Furnish him/ her with the necessary information such as:
 - A letter explaining the return to work programme and identifying an employer contact and
 - A description of the workers' regular job, including task analysis and information about alternate assignments

Job task analysis for the returner

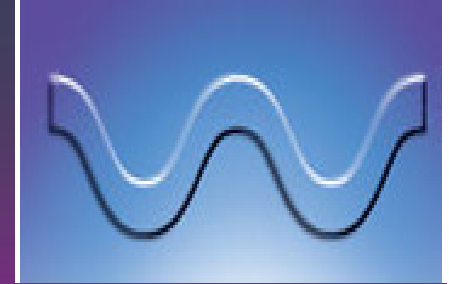
- Describes details required to do the work, such as
 - endurance required
 - postures
 - work environment
 - equipment used and
 - weights of objects to be used
- Having this information to hand will speed up the determination of appropriate assignments and facilitate a successful return to work

FÁS support



- Retention grant
- “External” specialist skills and knowledge to develop a retention strategy for individual workers
- Retraining to work
- Workplace/ Equipment Adaptation Grant
- Employers Support Scheme
- Personal Readers Grant

The role of the supervisor



- An employer can help ensure success for the supervisor by:
- Carefully planning support processes
- Involving the supervisor in the employment process
- Providing education and resources
- Providing coaching and feedback
- Rewarding results

Training



- Consult employees as to their training needs?
- Can they understand and apply the training?
- Have variations been identified and explained?
- Is the training accessible to all employees?
- Would more specific training, extra tuition time, an alternative format for course materials or a slower pace of delivery be useful?
- Consider designating “an expert” employee as a trainer
- External supports to overcome constraints
- Contact your Local supported employment office



When drawing up a safety statement remember to:

- Amendments may have to be made to accommodate the needs of an employee with a disability
- Assess the individual's capabilities
- Involve them
- Consider all the relevant workplace health and safety factors
- Identify the actual duration and frequency of hazardous situations
- Assess the risk to the individual and others
- Identify potential adjustments and implement them

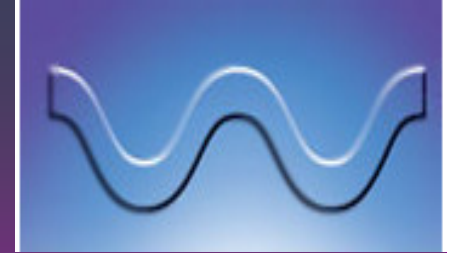
When drawing up a safety statement remember to:

- Evaluate and review the situation periodically
- Provide visual alarms to ensure safety of employees who are deaf or hearing impaired
- Ensure instructions are provided in accessible formats
- Provide directions for buildings
- Plan ahead
- Establish evacuation routes
- Assign 'buddies' to those who may need assistance during emergency evacuation.

Flexibility at work options

- part- time working
- Flexitime
- job sharing/ job splitting
- compressed working week
- reduced working hour
- personalised/ flexible hours
- e- working
- work sharing
- information resource service
- employee assistance programmes
- career breaks





Supervisory & Management skills – Reasonable accommodation

Definition of Reasonable Accommodation



- ...“some modification to the tasks or structure of a job or workplace, which allows the qualified employee with a disability to fully do the job and enjoy equal employment opportunities”

Employers must



- Consult all other colleagues effected
- Enable people to return to work after acquiring a disability
- Enable disabled employees or prospective employees to participate in the job application process
- Enable disabled employees to enjoy benefits and privileges accorded to other employees.
- Employers are NOT obliged to provide special treatment or facilities where the cost of doing so proves excessive or disproportionate.

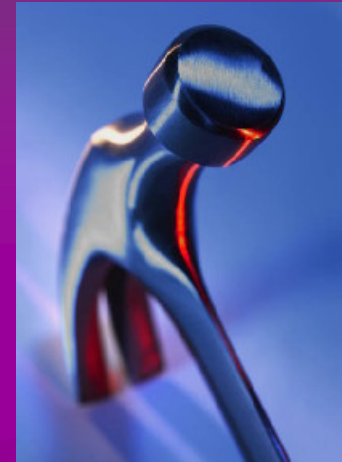
Categories of accommodations

- Changes to job application process
- Changes to work environment or to the way a job is usually done
- Changes to enable same privileges and benefits of employment to be enjoyed by all comparative positions



Simple examples of accommodations

- Rearranging furniture
- Changing the level of a desk
- Buying some piece of equipment
- Adapting standard equipment
- Adjusting “test” and training materials
- Accepting that there may be alternative ways of accomplishing a given task
- Providing company information in appropriate formats



Requesting removal of the workplace barrier = disclosure

■ When:

- At any time during the application process
- At any time during the period of employment
- As a workplace barrier becomes apparent

■ How:

- Verbally
- In writing
- Employee as an “expert” must justify the need

What the employer *may* do:



- May ask for related documentation
 - Based on a clear and legitimate work based requirement
 - Cannot ask for documentation when the need is obvious
- May offer alternative options
- May choose from a number of options offered
- May choose less expensive or an easier option

What the employer *should* do:

- Should accept the suggestion as “expert”
- Should treat the request as confidential
- When asked about the accommodations by others:
 - Should say that it is policy to respect privacy
 - or should say that it is policy to help employees when difficulties are encountered in the workplace

Employer is not required to:



- Eliminate an essential job function
- Provide personal use items e.g. a hearing aid or glasses
- Tolerate disruptive behaviour or poor performance

Steps to consider when making reasonable accommodations



- **Step 1:** Decide if the employee is qualified
- **Step 2:** Identify the employee's workplace accommodation needs
- **Step 3:** Select and implement the most reasonable and effective accommodation
- **Step 4:** Check results
- **Step 5:** Provide follow-up if needed



Supervisory & Management skills – Retention strategy

Retention ideas

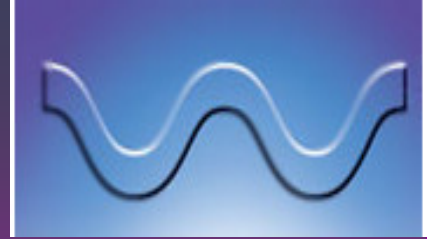


- Continuous review of needs and accommodations
- Ongoing training and performance reviews
- Expand employee's existing role
- Move employee to a different role
- Vary the type of support they provide
- Move to a different organisation
- Consult with treating doctor



Supervisory & Management skills – Performance review and career progression

Performance review



- Set goals
- Ensure they are understood
- Enough information
- Seek advice
- Approach a discussion where targets have not been achieved in a positive and constructive manner
- Review accommodation put in place
- Include comments of a co-worker

Steps to enhance career development

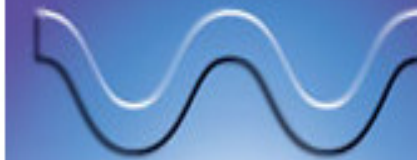
- For an employee with a disability:
- Discuss their career development
- Assist and encourage them to specific career goals
- Create individual development plans
- Actively facilitate development opportunities

Examples of career development initiatives and ideas



- Flexible rostering
- Staff development budget
- Internal recruitment
- Career and skill development at induction
- Integration of career discussions into the performance review

Section 5

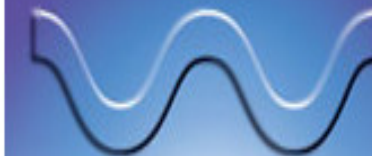


Grants and support services

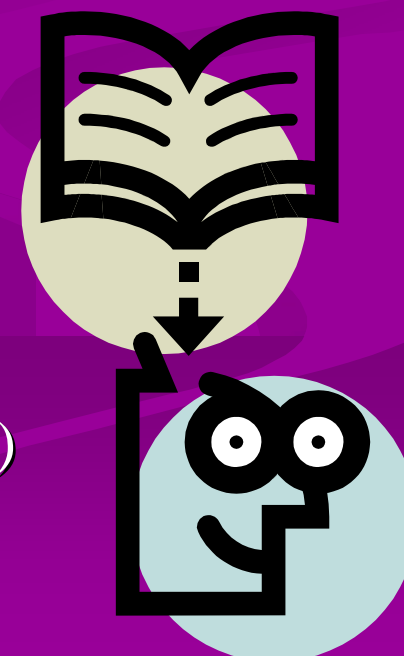
Grants, supports and incentives are currently available from

- FÁS
- Department of Social and Family Affairs
- Revenue Commissioners
- Ref pages 56-59 of workbook
- Available to:
 - Employers wishing to employ or retain a person with a disability

Grants and allowances



- Back to work allowance (BTWA) scheme
- Back to work enterprise allowance
- Disability Awareness Support
- Employer's PRSI Exemption Scheme
- Employment Support Scheme (ESS)
- Job Interview Interpreters Grant
- Personal Readers Grant
- Retention Grant
- Revenue Job-assist double deduction
- Supported Employment programme
- Workplace Equipment / Adaptation Grant (WE/ AG)



O2 Ability awards



- www.theabilityawards.com
- Stage 1 Down load the form from the internet and submit
- Stage 2 Initial assessment based on completed application form
- Stage 3 Top 100 full day onsite assessment
- Stage 4 Shortlist of top 50 by judging panel that demonstrate the highest levels of Best Practice
- Stage 5 Final judging panel selects a winner
- Stage 6 Dublin Castle awards

Excellence Through People



Organisation briefed by FÁS on the requirements of the standard

Organisation conducts self assessments

Organisation takes action to meet the standard

Application for Accreditation

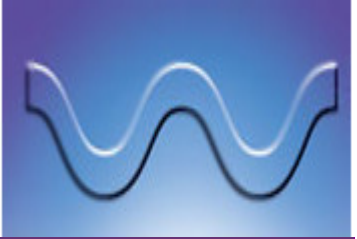
Assessment conducted by FÁS

Assessor Reports to Approvals Board

Approvals Board decision and Feedback

Award Certificate valid for one year

Conclusion



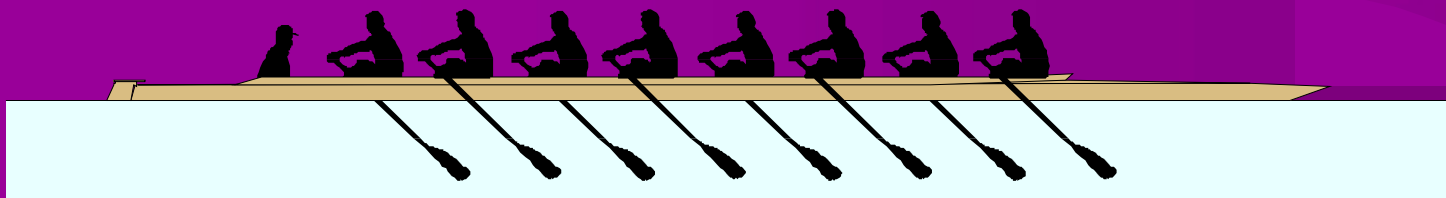
Some Review Questions





“The real secret of success is
enthusiasm”

■ Walter Chrysler



Ability in the workplace