

ABILITY IN THE WORK PLACE - PRESENTER'S GUIDELINES

Objectives:

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

- By the end of this training session the participants will have:
- Greater insight and understanding of disability in the workplace
- Communication skills to effectively supervise and manage employees with disabilities
- Insight into Employment legislation and disability with regards to recruitment, employment and retention of an employee with a disability
- Skills of dealing with disclosure of a disability by an employee
- Increased knowledge of reasonable accommodations and how to provide these
- Awareness of the supports and grants available to employer when accommodating an employee with disability

Suggested time: 2 x 3 hours or 1 day

Materials:

- OHP or LCD
- Flip chart
- Case Study DVD / CD Rom
- DVD player
- Workway Workbook

Method:

- Presentation
- Facilitated discussions
- Group exercises
- Use of DVD for group exploration of case studies and examples(using Presenter's appendices as ref)

Section 1- Introduction

1. Opening fact, **Say:**

"One in four (25%) Europeans has a family member affected by a disability but only 4% have a colleague with a disability."

Or

"In Ireland (2002 Quarterly National Household Survey for the 4th quarter 2002) reported that just over 40% of people with a longstanding health problem or disability were in employment in 2002 compared with an employment participation rate of 65% from the population as a whole."

Thus the need for greater awareness of disability in employment!

2. Briefly outline the Sections of the training programme to be covered



Show slides 2, 3 and 4 and say (include objectives and timing)

- | | |
|---|-------------|
| 1) Introduction | 15 minutes |
| 2) Communicating and Supporting colleagues with disability | 60 minutes |
| 3) Understanding and implementing the Employment Equality Legislation | 60 minutes |
| 4) Supervisory and Management skills | 180 minutes |
| 5) Grants and Support Services | 30 minutes |
| 6) Conclusion and close | 15 minutes |

3. Benefits to the organisation of attending the training and adopting the Workway guidelines.

Explain briefly, or alternatively use the following exercise

Using buzz groups ask the participants to come up with a list of benefits (approx 5-10 minutes) that they will gain from attending the training and adopting the Workway guidelines. Ask them to feedback several of their ideas (approx 15 mins)



Show slide 6

Company and business benefits include:

- An opportunity to introduce best practice into your company.
- You can become an employer of choice at the leading edge in the area of diversity.
- Having a responsible employment practice and promoting diversity in the workplace can attract potential investors through showing them that you have a vested interest in society.
- Reputation as a progressive and inclusive company.

- Employing people with a disability can enable your organisation to have a greater appreciation of it's consumers (Almost 40 million people in Europe have a disability and if you employ more people with a disability you are more likely to understand and meet the needs of consumers with a disability)
- Consumers react favourably to an organisation that employs people with a disability and thus can increase customer loyalty.
- Option to achieve an O2 Ability Award (ref later in the programme)
- Knowledge that you and your company are effectively meeting employment equality legislative requirements.

4. Equal opportunity employer:



Show slide 7 and explain that being an equal opportunity employer means

Promoting your company to be an equal opportunity employer and providing equal opportunities to all candidates will give you

- The widest choice of candidates
- Helps to overcome skills shortage
- Improves job satisfaction
- Generally will lead to higher employee morale
- You can use it in job advertisements
- To state how equality of opportunity will be promoted throughout your organisation
- It acts as recognition that you do not endorse discrimination in the workplace
- An equal opportunity policy can help your organisation's strategy in meeting challenges posed by labour market conditions, such as discrimination against individuals on the basis of their disability.
- It sets a standard of conduct for all of your employees by which to operate



Ask participants if they have any questions

Main Body

Section 2

Communicating and Supporting colleagues with disability

 (Ref workbook pages 9-13)

1. Ask participants if they have had experience of dealing with people with a disability.

If so, what in their experience have been the perceptions of the people with disability in relation to employment?



Show slide 9 and explain to the participants that based on Workway workshops perceptions of some people with disabilities in relation to employment are:

- Job search fatigue from applicants who were several times unsuccessful with job applications
- A lack of confidence and low self-esteem made some reluctant to apply for jobs
- Successful applicants now benefited from economic independence and increased participation in work and society in general
- Challenges exist on 3 levels: attitudinal, physical and communication

2. Ask participants with which groups of employees with “disability” are they currently working or have worked with in the past.

Ask what are the other groups of people included under the term “disabled”?

Look for:

- People who are blind or visually impaired
- People who are deaf or hearing impaired
- People with mobility aids
- People with speech impairments
- People with learning/cognitive disabilities
- People with mental health difficulties



Show slide 10 and See Presenters Appendix 1 



3. In 6 buzz groups give participants 10-15 minutes approx to make a list of what they can do to ensure general effective communication and support of employees with disabilities in the workplace?

(Try and divide the groups according to those with colleagues from different groups of disabilities)

Ask for feedback on a flip chart and verbally from each group giving examples from their workplace.

Or



Show the following slides 11-18

3.1 Considering people who are blind or visually impaired should include:

- Speak as you approach
- Verbally communicate a welcome if they don't extend their hand
- In a normal tone of voice state who you are
- In groups identify yourself and the person to whom you are speaking
- When you have previously met state the context of the previous meeting
- Talk directly to the person, not through a third party
- Don't touch or distract a service dog without permission from the owner
- Tell the individual when you are leaving
- Ask permission to lead the other person, let them hold your arm and control their own movements
- Give clear directions when necessary
- 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



Show slides 11-12

3.2 Considering people who are deaf or hearing impaired should include

- Methods used: sign language, finger spelling, hand writing, lip reading, hearing aids.
- Don't assume that the use one particular method
- Choose a quiet environment in which to converse
- Speak clearly and avoid jargon
- One person speak at a time when in a group
- To attract attention touch him, her lightly on the shoulder

- When speaking to someone who lip reads, look directly at him/ her and speak expressively
- Position yourself approx 3/6 feet directly in front of them in a well lit area
- Don't cover your mouth or eat and keep distractions away from your face when speaking
- Don't shout, their hearing is not impaired
- Don't turn away when speaking
- Allow time for your message to be absorbed
- With an interpreter, the interpreter will usually sit directly opposite the hearing impaired person
- An interpreter facilitates communication, don't consult them
- Speak clearly and at a pace that the sign-language interpreter can pass on your message and the reply from the other person
- Support colleagues or co-workers who want to train as sign language interpreters.



3.3 Considering people with mobility aids should include

- With crutches, canes and wheel chairs enable the user to keep them within easy reach
- Be aware that some wheelchair users like to transfer themselves into a chair for the duration of a meeting
- Consider access: building, toilets, canteen etc. Ramps and removal of obstacles.
- Rearrange furniture if necessary to accommodate a wheel chair, scooter or other mobility aids
- Speak to the person concerned and not just to the others around you
- When speaking to a person in a wheel chair or on crutches for more than a few minutes, sit in a chair. Place yourself at their eye level.
- Don't lean on their mobility aid
- Don't assume that they want to be pushed, ask first
- When telephoning, allow the telephone to ring a little longer than usual to allow them extra time to get to the phone



3.4 Considering people with speech impairments should include

- When you do not understand something they say, ask them to repeat it and then repeat it back to them to clarify your understanding
- Try to ask questions that require short answers or a head nod
- Don't finish their sentences

- If you're having difficulty understanding the other person, consider writing as an alternative means of communication. Ask first.
- Don't raise your voice.
- Ensure to include the person in meetings and discussions



3.5 Considering people with learning/cognitive disabilities should include

- If you're in a busy place with many distractions consider moving to a quieter place
- Be prepared to repeat what you've said or to write it down
- Be prepared to explain something more than once.
- Use straight forward language
- Consider that added time may be needed to complete tasks
- Offer assistance in completing forms or understanding written instructions and provide extra time for decision making. Wait for the individual to accept the offer and don't over-assist
- Be patient, flexible and supportive
- Take time to understand the individual and make sure that he/she understands you
- Use precise language and simple sentences
- Give exact instructions
- Consider giving smaller amounts of directions, too many directions at once may be confusing
- At interview stage if the applicant has an advocate their role is to help the applicant to put forward their case and to support the applicant

As they settle into the job:

- Remember that they will learn in small steps through repetition
- Responsibilities may need to be sub-divided and learned in stages
- Praise work well done
- Avoid exploitation of eagerness to please
- While making appropriate allowances, respect their need for inclusion
- Don't over protect, taking a risk may help them to learn a new skill
- Consider helping with unexpected things such as: help with money, buses, queuing



3.6 Considering people with mental health difficulties should include:

- A supportive working environment

- Consider the appropriate amount of support the person may actually need, needs will vary from person to person and time to time
- Avoid any preconceptions about their ability
- Responsibility should be clearly defined
- Feedback should be timely and constructive
- Policies and work assignments should be framed and allocated with sensitivity
- Evaluate the effectiveness of accommodations
- Consider flexibility with scheduling to allow for low stamina
- Allow additional time to learn new tasks
- Consider allowing for a job-coach
- Distraction at work should be minimised to allow for poor concentration
- Consider allowing frequent breaks to aid concentration
- Dividing tasks may make an assignment more manageable
- Sensitivity training for co-workers
- Fraternisation outside of the work area will help to foster inclusion
- Providing tape recorders, type written notes, checklists and instructions may help with memory
- When dealing with stress recognition of achievement is essential
- Counselling and employee assistance programmes should be available
- Phone calls to the doctor during work should be allowed
- Time off for scheduled medical visits should be allowed
- A flexible approach to leave may help an employee to remain in their job after hospitalisation

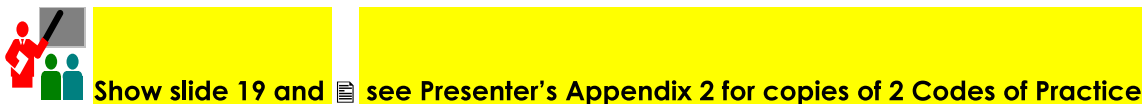


3.7 Codes of Practice

Ask participants if they have a “code of practice” for employment of people with disabilities?

What do they look like?

Code Of Practice



Employers committed to an equal opportunities policy can contact IBEC or The Equality Authority for assistance in drawing up a Code of Practice.

Presenter’s Guidelines **Ability in the workplace**

Following are some guidelines of what to include when writing up a Codes of Practice in relation to the employment of people with disabilities:

- 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.




Ask participants if they have any questions

Section 3 –

Understanding and implementing the Employment Equality Legislation

 **(Ref Appendix C of the workbook)**

 **1.1 Consider using 8 buzz groups to read the info in the work book and to feed/ teach it back to the rest of the group using a flip chart, verbal presentation and examples. Allow 10 minutes for preparation and 5 minutes each for presentation.**



Show slide 21 and explain that Sections would be:

- Definition of Disability

- What's unlawful?
- Vicarious Liability
- Exclusions
- Special measures
- Disproportionate burden
- Appropriate measures
- Grievance

Or

1.2 The Acts -

Ask participants which pieces of legislation deal with Disability and Employment?



And show

slide 22

- Employment Equality Acts 1998 & 2004
- Equal Status 2000

2. Definition of Disability

Tell participants the definition as defined by the Acts and



show slide 23

- Total or partial absence of a person's bodily or mental functions, including the absence of a part of a person's body
- The presence in the body of organisms causing or likely to cause , chronic disease or illness
- The malfunction, malformation, or disfigurement of a part of a person's body
- A condition or malfunction which results in a person learning differently from a person without the condition or malfunction

Or

- A condition, illness or disease which affects a person's thought processes, perception of reality, emotions or judgement, or which results in disturbed behaviour and shall be taken to include a disability which exists at present, or which previously existed but no longer exists, or which may exist in the future or which is imputed to a person.

3. Unlawful to:

Tell participants under the Employment Equality Acts 1998 and 2004 it is unlawful for an employer to discriminate against an employee who has a disability in relation to:



And show slide 24

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

Also,

- Any industrial relations agreements are null and void if they have discriminated or provided for different rates of remuneration in respect of like work based on any of the discriminatory grounds.
- It is unlawful to advertise a job in such a way that the advertisement could reasonably be interpreted as indicating an intention to discriminate.
- It is unlawful for any professional group or body which controls entry to a profession to discriminate as regards admission to membership or any benefits (other than pension rights) that are provided for its members.

4. Vicarious Liability



Show slide 25 and tell participants what vicarious liability, covers

- An employer is liable for acts committed, with or without his/her knowledge by an employee in the course of their employment.
- An employer is liable for acts committed by his/her agents where the acts are committed with the authority of the employer.
- An employer can avoid liability where they can show that they took reasonable steps to prevent the particular act of discrimination or that type of act generally

5. Exemptions/Exclusions



Show slide 26 and explain to the participants the Exemptions/Exclusions

- 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, provided those facilities could be provided by the employer or prospective employer at nominal cost.

6. Special measures



Show slide 27 and tell participants about which special measures exist

- The act allows for special measures for people with a disability to facilitate their integration into employment by reducing or eliminating the effects of discrimination.
- The act allows for special rates of remuneration, treatment or facilities when a person with a disability is restricted by their disability to carry out the same amount of work as another person employed to do so.
- The employer is not obliged to provide special treatment or facilities if more than a disproportionate burden is likely to be incurred

7. Disproportionate burden



Show slide 28 - 29 and explain what Disproportionate burden refers to and define

appropriate measures

An employer is obliged to take appropriate measures (provide reasonable accommodation) to enable a person who has a disability:

- (i) to have access to employment;
- (ii) to participate or advance in employment;
- (iii) to undergo training;

unless the measures would impose a disproportionate burden on the employer.

In determining whether the measures would impose such a burden, account shall be taken, in particular, of:

- (i.) the financial and other costs entailed;
- (ii.) the scale and financial resources of the employer's business and;
- (iii) the possibility of obtaining public funding or other assistance.

The following definition has been inserted in the legislation:

"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 and 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'.

8. Grievance:

Ask participants if they have ever had experience of an employee bringing a case against an employer in relation to disability?

If they will, ask them to explain the process including the bodies involved.



Show slide 30 and explain the options open for pursuing a grievance

An individual who feels that he/she has been discriminated against may take their case to the

- Office of the Director of Equality Investigations (ODEI) or the Labour court.
- They are independent,
- They work with the Employment Equality Acts 1998 and 2004 and Equal Status Act 2000
- Their decision may be appealed
- The ODEI also provides a mediation service

9. Implications for supervisors and managers

Ask the participants now what are the implications for them as supervisors and managers?



Write their suggestions on the flip chart or



show slide 31

Include:

- To know the law and to comply with it
- To consider adopting an equal opportunity policy if you don't already have one
- To look for professional advice where you are unsure (IBEC, ICTU)
- To be vigilant and to assess their work place for breaches of the law
- To consider the wording of their job adverts wisely
- To consider accommodations possible to comply with the law and to open your doors to a wider range of potential employees
- To consider positive action measures.
- **Say:**
- **Reference Appendix C in the workbook and the Workway web site for more info**
- **IBEC and ICTU will also provide more info**



Ask participants if they have any questions

Section 4 - Supervisory and Management skills

1. Recruitment and Selection

Ask participants what they are currently doing to ensure effective supervision and management of disability in relation to recruiting and selection of an employee with a disability



Ref pages 46- 54 of the workbook

1.1 As an introduction say:

- Support of senior and middle management, supervisors and co- workers is a pre- requisite to the success of a positive action programme for people with disabilities.
- Senior management - ensure that people with disabilities are recruited and promoted into a range of positions at all levels within the company.
- Middle management and supervisors are involved in all stages of the recruitment and selection process.
- Middle management and supervisors are also responsible for the induction, integration and training of new employees into the workplace.
- Co- workers often establish the expected attitude and ethos for teamwork and productivity.
- All staff members must contribute to policy and practice and are involved in decisions regarding their role in its implementation.

1.2 Explain that the following 6 steps will help to lead to an effective recruitment and selection policy which enables people with disability to integrate comfortably into the workplace.



Divide the group into 7 groups (divide the “interview” into 2 groups) and ask them to take

one area each and discuss the requirements to feed back to the group on the flip chart using real life examples. Allow 10 minutes for preparation and 10 minutes for delivery and explanation.



Show slide 34

Recruitment and Selection Process

- 1.3 Job analysis
- 1.4 Job profile and Personal specification

- 1.5 The job advertisement
- 1.6 The application process
- *1.7 The interview
- 1.8 A pre employment medical exam

OR Go through the headings one by one facilitating exploration of each and seeking real life examples from the workplace of the participants:

1.3 Ask the participants if they use Job Analyses at work.

If so what information do they include and how do they use them?

Say:

Step one in recruitment process: Job Analysis

- First step in the recruitment process
- Describes the job, not the person who fills it.
- Contains the core and peripheral functions of the job, how it is organised, its setting/location and the qualifications required.



Show slide 35 and Say:

It can be used to:

- Help develop a job profile and personal specification
- Help with advertising, interviewing and short listing
- Identify the training needs of employees
- Useful when an employee is returning to work after acquiring a disability
- Refer to when considering promotion
- When a reasonable accommodation has been requested

It is a useful tool as it can:

- Reduce the likelihood of the interview panel asking questions which could be seen to be discriminatory

- Develop objective and job- related selection criteria
- Determine what supports or changes could be made to the work environment to assist a person with a disability in performing the job if they are recruited
- Inform objective performance appraisals.



Divide the participants into 3 groups. Give each group one of the following headings. Ask them to establish a list of useful questions to consider when exploring their heading for use in creating a job analysis. Allow 10 mins for preparation and 5 mins for presentation on a flip chart and verbally.



Ref page 42 - 44

- Essential functions of the job
- Work environment
- Skills, qualifications and experience

Summarise by saying

To create a job analysis ask yourself the following questions

Essential functions:

- What is the relationship between the tasks involved in the job?
- Is there a special sequence which they must follow?
- Must that sequence be followed without exception?
- What physical activities are required to undertake the job?
- How is the job organised in the overall work environment?
- Could some reorganisation improve the opportunity for someone with a disability?
- Would removing some of the tasks to accommodate someone with a disability fundamentally alter the job?

Work environment:

- Where are the essential functions of the job carried out?
- How is the work organised for maximum safety and efficiency?
- What are the physical conditions of the job setting (indoors, outdoors, underground, air-conditioned, dirty, greasy, noisy, sudden temperature changes etc)?
- What are the social conditions of the job (works alone, works around others, works with the public, works under close supervision, works under minimal supervision, and works to deadlines)?

Skills/qualifications/experience:

- What are the general skills needed for the job?
- What specific training is necessary? Can it be obtained on the job?
- What previous experience, if any, can be substituted for the specific training requirements?

Consultation with relevant service providers, in particular job coaches with supported employment consortia, can assist the employer in answering some of these questions.

1.4 Developing a Job Profile and Personal Specification**Step 2 of the recruitment process: Job Profile****Say:**

Developing a Job Profile can help an employer to find the right match between the requirements of the job and the qualifications and abilities of the people applying for the job.

**Show slide 36 and say:****The job profile should:**

- Make a distinction between essential and desirable requirements for the job
- Be clear in the language used and, where possible, avoid jargon

- Encourage the application of a suitably qualified person with less experience, who can improve with on- the- job training
- Take into account, where feasible, non- mainstream educational qualifications



Show slide 37 and say:

Personal specification:

- Based on the job profile
- Details the requirements for the job in terms of qualifications, personal skills and experience.
- Issues such as qualifications and experience should be examined carefully, and should only be included in the personal specification if they are essential requirements for the job. For example, a requirement to possess a driving licence, if driving is not an essential part of the job, might discriminate against certain people who are not medically permitted to drive, such as people with severe cases of epilepsy.

1.5 Step 3 of the recruitment process: Advertising a Job Vacancy

Ask the participants what are their main considerations when placing an advertisement for a vacant position within their organisation?



In 4 groups ask them to consider the following headings:



Ask for ideas and to flip chart the answers

Wording of the advertisement

- Where they place the advertisement
- What to avoid when placing the ad.
- Flexibility of the info. in the ad.

OR



Show slide 38-41 and explain that employers should consider:



Show slide 38 Say Content and Wording

- Wording to reflect equal opportunities
- Welcome applications from people with disabilities
- State that necessary arrangements can be made at interview stage to accommodate the needs of candidates with disabilities
- Use the correct term 'people with disabilities'
- Review the job profile; make sure it is easy to understand.
- Make sure the information is available in accessible formats
- If it is available on your organisation's website, confirm that it is fully accessible to people with disabilities
- Provide an email address and/or fax number for alternative means for people with disabilities to contact the company for details of the job profile and/or to submit completed application forms/CVs



Show slide 39 Placing the job advertisement

- Use more than just national newspapers to open up a wider labour pool, included in which are people with disabilities.
- Considered advertising within unemployment support services agencies, specific disability- related publications or with disability organisations?
- FÁS may assist employers wishing to employ people with disabilities.
- FÁS placement officers may also assist in identifying suitable candidates with disabilities for vacancies.
- The supported employment consortium in your area will have a database of people with disabilities seeking work and will refer individuals from its database, whose skills match the requirements of the vacant position

- If you are using a recruitment agency, have you assessed its ability to accommodate potential candidates with disabilities?



Show slide 40 What to avoid:

Say: Be careful not to discourage or prevent some people with a disability from applying for the position by asking for:

- A driver's licence - where this is not an essential requirement of the job;
- Five years' experience - where it is the skills gained that are important rather than the length of the experience;
- Someone who is 'fit and active' - this covers a wide range of physical states. The job description would need to specify what the height and weight requirements are and why they are necessary. Most requirements can be overcome with a slight adjustment to the workplace;
- 'Must be able to work under pressure'. This is not an objective or a competence. Place more emphasis on skills, experience and the standards required. If there are pressurised parts of the job, be specific about what they are;
- Written applications where a phone number or address is not supplied will exclude and/or discourage some people with disabilities who are not able to write clearly. It would be useful to email a soft copy of the application form to applicants with disabilities so they can use a computer to type in the information.



Show slide 41 Making the information accessible to all:

Say: Flexibility in the provision of information is a key positive action step for people with disabilities. Providing more than one way to respond to and access job application forms can help to meet the needs of this diverse group.

Examples:

- Enlarged text
- Explaining what a particular job requirement means

- Variety of options (such as by telephone, fax or email) for people to find out more about a job vacancy or to reply to a job advertisement.
- Consideration including the full selection criteria in the information sent to candidates. This is good practice in terms of equal opportunities; it also enables the candidates to make an informed decision about whether or not to apply for the post, thus reducing the likelihood of large numbers of applications from clearly unsuitable candidates

1.6 Step 4 of the recruitment process: The Application Process



Show slide 42 and explain that employers should consider the following with the application form:

- Clear instructions that are simple to follow
- Questions should focus on requesting information on relevant work- related educational attainments, skills, knowledge and abilities;
- An option to outline non- mainstream but equivalent educational qualifications (a large proportion of people with disabilities have non- mainstream educational qualifications) and relevant work experience;
- Form should be available in a number of formats such as hard copy, large print, Braille and soft copy.

1.7 Step 5 of the recruitment process: The Interviews

Ask what advice they would give another participant with regards to interviewing of a person with a disability.



Flip chart their ideas.



Show slide 43-44 and explain that employers should consider:

- All interview panel should be appropriately trained in disability awareness to avoid asking discriminatory questions
- Consideration should be given to an automatic interview for applicants who meet the qualification requirements and have disclosed a disability on their CV or application form

- All necessary steps should be taken to ensure that the interview is fully accessible to those with a disability
- Familiarise yourself with the requirements of the Employment Equality Acts, 1998 and 2004 and the range of grants and employment supports and services available
- Clear descriptions of the company's expectations should be given to candidates in order to allow them to discuss their ability and willingness to meet those expectations
- Examine the interview process and ensure that it does not unintentionally disadvantage any candidates, including those with disabilities
- Members of the interview panel should treat all candidates with equality, respect, and candour
- Eligibility requirements should be based on qualifications rather than individual status or traits
- Gender- neutral language should be used
- All candidates should be asked the same open and direct questions about their ability to perform
- 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 to each candidate.

1.8 Step 6 of the recruitment process: Pre-employment medical exam



Show slide 45 and explain that employers should consider:

- Where a company has a standard procedure to conduct a "medical check" prior to employment then ensure that all employees are checked, irrespective of whether they have a disability or not.
- The company should provide the doctor with a full and detailed job description before examining the candidate
- Job descriptions should include all of the relevant requirements for doing the job, including the most basic elements such as lifting, bending, driving and travel

- If the doctor finds that the candidate cannot do the entire job because of a disability, the doctor should be asked to give an opinion as to whether any special treatment or facilities (special induction, lighting, seating or gloves, for example) might be available to enable the candidate to meet all of the requirements. The employer should also seek the assistance of other professionals as appropriate, i.e. occupational therapists



Ask participants if they have any questions

2 Disclosure

Ask for examples from the participants of experiences of disclosure they have had.

Ask participants what they are currently doing to ensure effective management of disability in relation to dealing with disclosure of disability by new and existing employees



(Ref pages 20 - 28)

- 2.1 Say:** Whether an employee /prospective employee tells you during the recruitment and selection process or, if a person working for you tells you they have a disability it is important to treat the information in the same manner.

- 2.2 Where and when?**

Ask participants on what occasions during the employment process have they experienced disclosure?

Explain to the participants that the timing of disclosure can happen on several different occasions for the employee.

- **On the Application form** (applicant may feel it important to disclose at the earliest possible opportunity)
- **Before the interview** (applicant may prefer to discuss it personally before the interview to allow all concerned to be prepared)
- **At the Interview** (applicant may consider it in their favour to discuss it face to face)
- **After the job offer** (suitable for an applicant with an invisible disability)
- **At work** (at this point the employee should immediately explain which parts of their job they can do without accommodations and which accommodations will keep them performing)
- **When problems arise as a result of the disability** (Employee is probably at this point underperforming, employee should be well prepared to explain what accommodations he/she will need)

Timing may also vary according to:



Show slide 47 and explain that

- 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

2.3 3 Steps involved in disclosure



Explain and show slide 48

- 1: Foster an **understanding** of these distinctions, and their resultant **needs**
- 2: Acknowledge their **ability**
- 3: Realising that they will likely experience **anxiety** in disclosing their particularly where a company has no obvious equal opportunities policy.

2.4 Guiding principles.



Divide the groups of into 2 and ask one group to come up with a



List their responses on a flip chart or

- List of guidelines for handling disclosure in work and the other group a
- List for handling disclosure during the recruitment process



Follow up by showing slide 49

- 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 them about whether they will require any supports in employment (They may even be able to tell you what supports they require or where to access the information)
- Contact FÁS for information on the types of grants and supports that are available to you. FÁS will be able to guide you to the right source for information



In the case of disclosure at an interview

show slide 50

- Do not diverge from the list of interview questions. It is very important to ask the same questions of all candidates
- 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 based on a person's disability.
- Be open to difference and focus on their knowledge and abilities instead



Ask participants if they have any questions

3. Support

Ask participants what they are currently doing to ensure effective management of disability in relation to supporting colleagues with a disability in the workplace?



Either Divide the participants into groups and ask the participants to take 2 of the following headings each and to come up with a list of considerations for management when attempting to deal effectively with disability in the workplace.



Show slide 52

- 3.1 Induction Process
- 3.2 Disability awareness training
- 3.3 Integration into the workplace
- 3.4 Assignment of roles and responsibilities
- 3.5 Mentoring
- 3.6 Involvement
- 3.7 Returning to work after acquiring a disability
- 3.10 The key role of the supervisor
- 3.11 Training
- 3.12 Health and safety
- 3.13 Flexibility in the workplace

OR

Ask participants what are they currently doing at induction to “support” their employees with disabilities?

List their responses on a flip chart or



Show slide 53 and explain

Say the purpose of induction is to gradually introduce a new or existing employee who has acquired a disability, to their new work environment.

Induction involves gaining insight into:

- The reality of a new job, i.e., the specific aspects of the work (how it is performed), the expectations of the employer and initial on- the- job training;
- How an organisation works, i.e., the role of the new employee within the overall work environment and how that employee interacts with and relates to supervisors, team leaders and other work colleagues.
- It is often at this stage that initial physical, communication, attitudinal and other barriers manifest themselves, requiring an appropriate response.
- The management of the work environment, appropriate assistance, education and training, collaboration of management, work colleagues and people with disabilities require sensitive consideration and appropriate action.
- As the process continues, where barriers are addressed effectively, it can be a confidence- building time, where an employee with a disability can enjoy the benefits of working life and the workforce and employer can benefit from their contribution.

3.2 Disability awareness training:

Ask participants what are they currently doing towards Disability awareness training at work to “support” their employees with disabilities?



Show slide 54 and explain

- Appropriate and targeted training is often key to improving communications, addressing misconceptions and building a positive environment before or during induction.
- The training should be available to all relevant personnel, tailored to reflect the individual roles and responsibilities in the company - managers, supervisors, health and safety officers/representatives and colleagues. It is advisable to schedule disability awareness training even if there are no people with disabilities currently employed.
- Disability awareness training grants are available from FÁS. Such training should be undertaken as part of the working schedule and activities to ensure good attendance.

3.3 Integration into the workplace:

Ask participants what are they currently doing with integration into the workplace to “support” their employees with disabilities?



Show slide 55 and explain

- The nature of the relationship between new employees with disabilities and their managers, supervisors and work colleagues will influence the extent to which integration is achieved.
- The relationships formed with work colleagues are critical
- Developing collaborative approaches will assist in ensuring the cooperation of the workers on an ongoing basis. E.g. Mentoring or Buddy system
- As the impact of the disability or work practices themselves may change over time, it is important to be in position to respond and to be able to rely on the support and cooperation of work colleagues in developing solutions to barriers which may emerge.

3.4 Assignment of roles and responsibilities

Say that assignment of roles and responsibilities at work to “support” their employees with disabilities is essential to their effective integration and success in the workplace.



Show slide 56 and explain

- Dealing with disability issues often requires the engagement of a range of people, including the person with the disability, who are in positions to discuss, reflect and understand problems and to contribute to or deliver a solution.
- This requires disability awareness training, problem- solving skills and ongoing commitment to engagement, as necessary.

3.5 Mentoring

Ask participants for examples of how they use “mentors” at work to “support” their employees with disabilities?



Flip chart their answers or Show slide 57 and explain

- A mentoring system should be considered for new employees with disabilities.
- This should be agreed between the new employee and the potential mentor and should have a specific timeframe.
- The system should operate during working hours or work- related social events.
- Employees with disabilities should also be trained as mentors. Everyone can benefit from the guidance of a more experienced worker, irrespective of disability.

3.6 Involvement

Ask participants what are they currently doing towards involving their employees with disabilities?



Show slide 58 and explain

- Employers and managers need to be careful to integrate employees into whatever workplace arrangements prevail.
- Where such arrangements involve teamwork, employees should have opportunities not only to work with others on group projects, but, when appropriate, to assume leadership roles.
- Where there is no formal team approach and the work is organised in a more traditional system, employees with disabilities should be involved in staff meetings and service/event planning.
- Employees with disabilities should also be involved in union meetings if they are members.
- This degree of involvement should also extend to social events, informal employee gatherings and sporting activities, for example.

3.7 Returning to work after acquiring a disability

Ask participants what are they currently doing towards facilitating employees returning to work after acquiring a disability?



Show slide 59 and 60 and explain

- Success in the integration of an employee returning to work after an injury, long- term illness or chronic health problem hinges on the expectations and attitude of the employer, the abilities of the returning employee and the support of the supervisor and work colleagues.

A number of steps may be taken to facilitate a smooth and safe resumption of work:

- Appointment of a supervisor with responsibility for overseeing and managing the reintegration process
- Monitoring a workers progress and work assignments following the return to work
- Availing of all advice and support
- Implementing a formal return- to- work planning process and programme
- Communicating the policy in the employee handbook
- Providing supervisors with training that defines their roles and functions in the return- to- work process
- Ensuring that supervisors and employees know that you will work with them to find ways to modify an employee's job or work site if required
- Preparing up- to- date job descriptions
- Meeting with your employee to discuss accommodation options and ideas
- Defining and facilitating reasonable accommodations
- Availing of vocational rehabilitation counselling
- Developing temporary, on- site work options such as reduced hours or limited responsibilities
- Consulting with supervisors, trade union/employee representatives and employees to identify ways in which the employee can return to work in an incremental fashion

- Providing appropriate awareness training for co- workers
- Constant communication should be maintained with the employee(s) in question.

3.8 Communicating with the Treating Doctor



Show slide 61 and explain

- Ensuring that the returnee is placed in a job appropriate to their abilities.
- This will lead to best chance of a successful return to work.
- This can be best ensured by liaising with the treating doctor and furnishing him/her with the necessary information.
- Without a detailed job description of the worker's regular job, the treating doctor cannot make an informed decision about the worker's capability to carry out specific job tasks.
- Include information such as the following:
 - Letter explaining the return to work programme and identifying an employer contact
 - Description of the workers' regular job, including task analysis and information about alternate assignments

3.9 Job task analysis:

Ask participants what are they currently doing towards Job task analysis to “support” their returning to work employees with newly acquired disabilities?



Show slide 62 and explain

- Undertaking a job task analysis will provide the basic framework within which appropriate assignments can be determined.
- A job task analysis breaks down each job into separate physical tasks and 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.

3.10 FÁS support:

Ask participants what are they currently doing to avail of FAS “support”?



Show slide 63 and explain

- FÁS operates a retention grant to encourage and assist employers in the private sector in retaining existing employees who develop a disability through sickness or injury while in employment.
- Employers can buy in “external” specialist skills and knowledge to develop a retention strategy for individual workers
- Employees who acquire an illness or disability can be offered retraining to work at their existing duties using modified techniques or to undertake alternative duties.
- Other supports which can be accessed as part of the retention grant are the Workplace/Equipment Adaptation Grant, Employers' Support Scheme and the Personal Readers Grant.

3.11 The key role of the supervisor

Ask participants what are they currently doing towards enabling supervisors to support their employees with disabilities?



Show slide 64 and explain

- Gaining the support and commitment of supervisors, managers and team leaders requires planning, education, support, and feedback

- The supervisor obviously plays a major role in the induction phase of all employees with disability and is key to a successful integration of the worker with a disability.
- Employers need to support the role of the supervisors in meeting the established needs of the new employee with the disability or the returning employee with a recently acquired disability
- This may involve providing written information, developing contacts with community resources, and interaction with other people who have disabilities
- Depending on the size of the organisation, it might be best to develop a training programme for all supervisors, using available experience and expertise to inform and develop the role of the supervisor in relation to handling disability. This will create an internal network and increase awareness throughout the organisation.
- Knowledge of a person's performance expectations, reliability, and specific needs is paramount.
- For example, knowing that most workers with disabilities are extremely dependable and responsible will help the supervisor begin to see the person as an asset. Apprehension may not totally disappear until the supervisor has gained some degree of experience with workers who have disabilities.
- Management must be clear about its commitment, providing consistent goals to the supervisor and the worker
- Employers and other managers need to support and encourage supervisors who successfully manage workers with disabilities
- It is advisable to involve the supervisor in the employment process, including recruitment, interviewing, and job modification
- Supervisors will know what is expected of them and will become aware of the independence that most workers with disabilities wish to attain. With the exception of possible job accommodations, the supervisor's role should not significantly change.
- With the benefit of any necessary accommodation, a supervisor should ensure that an employee with a disability has the same opportunity as other workers to fully and effectively perform duties, as well as access to training and promotion. Indeed, being

overly cautious or protective will have a negative effect on the person's career mobility, self-esteem and relationships with co-workers.

- It is possible that supervisors may be unsure of their own abilities and require extra coaching and support. A job coach from a supported employment office can also be of assistance in this regard. 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.

3.12 Training

Ask participants what are they currently doing towards “training” to support their employees with disabilities in the workplace?



Show slide 65 and explain employers should consider:

- Have employees with disabilities been consulted as to their training needs?
- Can the person being trained understand and apply the training?
- If variations in training are required, have these been identified and explained?
- Have the appropriate supports been provided to make the training accessible to all employees?
- Does the employee require more specific training, extra tuition time, and an alternative format for course materials or a slower pace of delivery?
- What are the constraints with respect to training taking longer and costing more?
- If one of your employees who has a disability is an expert in the skill or topic being taught, consider designating that person as the trainer for the course.

- Are there external supports that can be used to overcome training- related constraints?
- Have you contacted your local supported employment office for details of supports on training issues?

3.13 Health & Safety at Work

Ask participants what are they currently doing towards “considering health and safety” to support their employees with disabilities in the workplace?



Show slides 66 and 67 and explain

- Adjustments may need to be made to health and safety policies and procedures to accommodate the needs of people with disabilities. It is critical that employers undertake a risk assessment and discuss these procedures with all relevant parties.

When drawing up a safety statement remember to:

- Assess the individual's capabilities
- Involve the employee concerned
- 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
- 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

3.14 Flexible Working Arrangements

Ask participants what are they doing to offer flexibility to their employees with disabilities?

Flip chart their answers



OR Show slide 68 and list some examples of work- life balance policies

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

? Ask participants if they have any questions

4. Reasonable accommodations

Ask participants what do they understand by “reasonable accommodations”?

Ask them what they are currently doing to ensure effective management of disability in relation to dealing with a request for reasonable accommodation.



Ref pages 28 - 36 in workbook

4.1 The law

Say: The Employment Equality Act 1998 and 2004 requires employers to take reasonable steps to accommodate the needs of employees and prospective employees with a disability.

Presenter's Guidelines Ability in the workplace

4.2 Definition



Explain and show slide 70 and 71

... “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.

- Where the modification results in a change to the way colleagues do their work they must be consulted as to the nature and extent of the modification required.
- Employers must also make accommodations to enable people with disabilities to return to work having acquired a disability, as well as to participate in the job application process and enjoy benefits and privileges accorded to other employees.
- Reasonable accommodation is an issue of law, not convenience
- Employers are not obliged to provide special treatment or facilities where the cost of doing so proves excessive or disproportionate



Refer to case study “Cleaning Company” pg 28

4.3 Categories of Reasonable accommodations

Ask participants to list the categories of reasonable accommodation that they have had experience of:



Explain and show slide 72

Changes to:

- Job application process
- Work environment or to the way a job is usually done to allow a qualified person with a disability, as a new or existing employee returning to work, to perform the essential functions of that position.
- That enable an employee with a disability to enjoy the same privileges and benefits of employment (access to training) as are enjoyed by comparative employees without a disability

Say:

- The level of cost involved to make a work place suitable for a person with a disability can vary greatly.
- It is most important to consider what types of accommodation are needed to facilitate an employee rather than assuming that the costs will be high.
- FAS offer grants for accommodations to help off set costs.

4.4 Simple examples:



Ask group for some suggestions or add some of the following



See Presenter's appendix 1 and 4 for more examples



Show slide 73

- Rearranging furniture
- Changing the level of a desk ref "Wheelchair" case study pg 31 and pg 35
- Buying some piece of equipment "Finbar" case study page 29 and "Cashier" case study pg 30 or "Diabetic" case study pg 28
- Adapting standard equipment ref "Grounds keeper" case study page 33
- Adjusting "test" and training materials e.g. oral test instead of written
- Accepting that there may be alternative ways of accomplishing a given task ref "Timer-lab tech", case study pg 36
- Providing company information in appropriate formats e.g. memos on a tape recorder

4.5 Disproportionate Burden (Ref section on legislation)



Explain and ref page 96 - 97 of workbook and Presenter's Appendix 3

Say:

Council directive 2000/78/EU has come into law with The Equality Act 2004.

Costs must be based on an assessment of the current circumstances that demonstrate that provision of a specific reasonable accommodation could cause significant expense to the employer.

4.6 Reacting to a request for reasonable accommodation



Explain and show slide 74

How:

- Verbally or in writing
- Adjustment is needed (disclosure)

- Employee as an “expert” must justify their need for the accommodation to remove the workplace barrier

When:

- At any time during the application process
- At any time during the period of employment
- As a workplace barrier becomes apparent that could impede them from effectively competing for a position, performing a job, or gaining equal access to a benefit of employment

4.7 What should the employer do when a request for reasonable accommodation is received?



Ask for suggestions from the group and flip chart the response or

OR Explain show slide 75 and 76

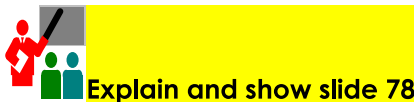
- Employer can ask for related documentation from the illness to help with reasonable accommodation agreement by all parties
 - Must be based on a clear and legitimate work based requirement
 - Cannot ask for documentation unrelated to the accommodation.
 - Cannot ask for documentation when the need is obvious
- Employer should accept their suggestion as an “expert”
- Employer can offer alternative options to remove the workplace barrier
- Employer can choose from a number of options as long as it effectively removes the workplace barrier
- Where there is doubt a trial agreement may be considered
- Employer may choose less expensive or easier option to provide as long as it is effective in removing the workplace barrier
- Treat the request as confidential until such time as it is necessary to consult affected co-workers
- An employer may answer a question from another employee about the accommodation by saying that it is policy to respect privacy or to say that it is policy to help employees to when difficulties are encountered in the workplace



Show slide 77 and explain that an employer is NOT required to:

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

4.8 Steps to consider when making a reasonable accommodations



Step 1: Decide if the employee is qualified to perform the essential functions of the job involved with or without accommodation

Step 2: Identify the employee's workplace accommodation needs by:

- Involving the employee with the disability
- Exploring ways of providing workplace accommodations
- Use job descriptions and job profiles to analyse essential job function
- Consult with the individual to ascertain the precise job-related functional limitations and how these could be overcome with potential accommodations
- Consulting co-workers who may be affected
- Consulting with rehabilitation professionals

Step 3: Select and implement the most reasonable and effective Accommodation that is also the most appropriate for the employee, They should be:

- effective
- reliable
- easy to use
- readily available
- preferable a trial period allowed before purchase

Step 4: Check results by monitoring:

- the accommodation to see if the adaptation enables the employee to complete the necessary work task(s)
- keeping a record of the accommodations provided
- from time to time evaluate the accommodation(s) to ensure effectiveness

Step 5: Provide follow-up if needed by:

- Modifying the accommodation if necessary
- Repeating the steps outlined above

Explain

- A. An employer may ask if reasonable accommodation is required once disclosure has taken place
- B. An employer's obligation to provide reasonable accommodation is ongoing even after an accommodation has been made.



Ask participants if they have any questions

5. Retention strategy

Ask participants for ideas of what retention strategies they currently have in place for employees with a disability.



Show slide 80 and list their answers on a flip chart



Some ideas may be:

- Continuous review of needs and accommodations
- Ongoing training and appraisals
- 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



Ask participants if they have any questions

6. Performance review and career progression

6.1 Ask participants what they are currently doing to ensure effective management of disability in relation to undertaking performance review.



Show slide 82 and explain that employers should consider:

- Setting goals relative to the job description
- Ensure they are understood and agreed with the employee at the outset
- Ensure that you are sufficiently aware of relevant issues to effectively conduct a performance review with the employee with a disability
- Advice from relevant support agencies should be sought to assist employers in this assessment process
- Approach a discussion where targets have not been achieved in a positive and constructive manner
- Review of the accommodation put in place should also happen at this time
- Where co-workers contribute to the supports of an employee with a disability, the review should also include their comments.

6.2 Ask participants what they are currently doing to ensure effective management of disability in relation to career development and promotion

Say:

- Research has documented that career progression is often difficult for people with disabilities.
- While some people with disabilities may want or need a steady routine, others want to progress in their career and face new challenges.

- The opportunity to progress within an organisation should be as open to people with disabilities as to those without them.
- Employers need to discuss their career development needs with employees with disabilities.
- While not using the performance review process exclusively for this purpose, it does present an opportunity to facilitate this discussion.

A number of steps employers can take to enhance career development among people with disabilities are as follows:



Show slide 83 and explain

- Identify what career development means to the employee and assist and encourage them to identify their specific career goals
- Create individual development plans to assist them in achieving their goals
- Actively facilitate development opportunities for employees, including the introduction of coaching and mentoring as support mechanisms

Ask participants what career development initiatives they use in the workplace?



Show slide 84 and list some examples can include

- The introduction of flexible rostering
- A staff development budget
- Internal recruitment, where possible
- The inclusion of career and skill development in induction programs
- The integration of career discussions into the performance appraisal process



Ask participants if they have any questions

Section 5 Grants, Support Services and Awards

1 Grants and Supports

Ask the participants which grants are they currently aware of or are availing of?



Explain and show slide 86

Grants, supports and incentives are currently available from

- FÁS
- Department of Social and Family Affairs
- Revenue Commissioners.

Say

Employers recruiting or planning to recruit a person(s) with a disability and/or who wish to retain an employee who has developed a disability can avail of many of the following grants and incentives.

A person with a disability who is actively seeking or currently in employment can also avail of the following grants.



Show slide 87 and briefly go through the following list



Ref Appendix A of workbook for more detailed info

Back to work allowance (BTWA) scheme

This is a weekly social welfare payment that can be made in addition to wages. It provides a financial cushion to support social welfare recipients who return to work for a minimum of 20 hours per week.

Back to Work Enterprise Allowance.

The back to work enterprise allowance supports certain social welfare recipients who wish to

become self- employed, including individuals in receipt of disability allowance, blind pension or invalidity pension for 12 months and disability benefit for three years.

Disability Awareness Training Support Scheme

A grant is available to all organisations in the private sector towards providing disability awareness training to their staff.

Employer's PRSI Exemption Scheme.

This scheme benefits employers who recruit a person with a disability who are participating for the first time in the Back to Work Allowance scheme.

Employment Support Scheme (ESS).

The ESS offers financial assistance to employers of people with disabilities on a full- time basis (20 hours or more) whose work productivity levels are between 50% and 80% of average performance.

Job Interview Interpreters Grant.

A person actively seeking employment who has a hearing or speech impairment can apply for funding to have an interpreter present at job interviews.

Personal Readers Grant.

If you are blind or visually impaired and require assistance with job- related reading, you may be entitled to a grant to allow you to employ a personal reader.

Retention Grant.

The purpose of the Retention Grant is to encourage and assist employers in the private sector in retaining existing employees who develop a disability through sickness or injury while in employment.

Revenue Job Assist - double deduction.

Revenue Job Assist will give employers *double wage deduction in their accounts for a period of three years if they recruit a person who has been unemployed for twelve months or more. The scheme also enables such a person to receive extra tax allowances for three tax years if they take

up employment.

Supported Employment Programme.

The aim of the programme is to identify, maintain and support the employment of people with disabilities in the open labour market by providing a supported employment network.

Workplace Equipment/Adaptation Grant (WE/AG).

If you are a person with a disability who has been offered employment or are currently in employment and require a more accessible workplace or adapted equipment to do your job, you or your employer may apply to FÁS for a grant towards the costs of adapting the workplace or equipment.

2 Awards

Ask participants with which relevant awards are they familiar?

Look for:

- O2 Ability Awards
- Excellence Through people

Ask participants what they know about O2 Ability Award if they have been involved?

Explain what are the O2 Ability Awards

The O₂ Ability Awards programme has been designed and created by The Aisling Foundation and organised in partnership with Access Ability. It is the very first Irish business award programme for

Best Practice in the employment of people with disability.



(See presenter's for more details)

on Aisling Project appendix 5)



Show slide 88 and explain

An employer can get involved by?

Visiting the website and following these steps

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 preliminary judging panel that
Demonstrate the highest levels of Best Practice
- Stage 5 Final judging panel selects a winner
- Stage 6 Dublin Castle awards

What is excellence through people and how to apply?

Ask if any participant is involved, and if so,

What was the process that they went through?

What were the benefits that they found?

Say:

Excellence through people is Ireland's national standard for human resource development. It has been welcomed and supported by employers, their staff, trade unions and government.

All types of organisations are eligible for Excellence Through People including manufacturing and service companies, the Voluntary Sector and the Public Sector. Ref www.fas.ie



Application process,

- 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
- If approved, the organisation will be granted Excellence Through People certification for a period of one year.



Ask participants if they have any questions



Conclusion: Review Questions:

Ask participants if they have any questions based on what have been covered.

If not, then ask them several recap questions:

1. What are some of the benefits for the company involved that can be gained from adopting the Workway guidelines?
2. List the 6 different groups of people with disabilities.
3. Give 2 pieces of advice for dealing with people with each different disability.
4. Which 3 pieces of legislation refers to "Disability"
5. What is "unlawful" under the Employment Equality Act 1998 and 2004
6. What exemptions exist under the act?
7. What does nominal cost refer to?
8. What does Disproportionate Burden mean?
9. Why is a Job analysis helping in the recruitment process
10. List several considerations for when placing an advertisement for a job in order to remain an "employer of choice"
11. Which things should we be careful to avoid when writing a job advertisement?
12. What considerations should we pay to our recruitment process in general?
13. What can we do at the interview stage of the recruitment process to work towards Best practice in our recruitment and selection policy of employees with a disability?
14. What are the 3 steps involved in Disclosure?
15. List 4 guidelines for handling disclosure at work and 2 for handling disclosure at an interview
16. List some of the things that we can do in the workplace to demonstrate our support of people with disabilities and to show our equal opportunity policy.
17. At whom should we aim disability awareness training?
18. From where can we apply for a grant for Disability awareness training?
19. Why is the role of the supervisor so important in helping the integration of employees with a disability into the workplace?
20. List some considerations to include in a Flexible approach to supporting our colleagues with a disability.

21. What are the categories of Reasonable accommodation that are possible in the work place?
22. List 3 examples of possible reasonable accommodations.
23. List some aids to aid with your retention policy of employees with disability.
24. What steps can you as an employer to enhance the career development of an employee with a disability?
25. Give some examples of Career development initiatives.
26. From where are grants and support for employees with disabilities available?
27. List 2 of the grants available?
28. Which awards can you as an employer apply for to promote your organisation as a Best practice Employer of people with disabilities?

- **Programme Close**
- **Thanks**
- **Workbooks**