



**CREATING AN INCLUSIVE
WORKPLACE FOR WORKERS WITH
DISABILITIES
*AN INFORMATION KIT***

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GLOSSARY

INCLUSIVE WORKPLACE: An inclusive workplace is one where the human rights principles of fairness, respect, equality, dignity and autonomy are promoted and are part of the organisation's everyday goals and behaviour.

INCLUSIVE VOLUNTEERING: Inclusive volunteering refers to volunteering opportunities that are accessible to all people, regardless of age, culture, ability or gender.

DISABILITY ETIQUETTE: Basic disability etiquette involves treating people with disabilities with respect. For example, speak to the person directly, not to the person accompanying them. Do not make assumptions about what they can or cannot do. The impact of a specific disability can vary widely from person to person, so offer assistance only if it appears to be needed. Acknowledge and respect the individual's ability to make decisions and judgments on their own behalf.

DISABILITY CONSULTANTS: Most people in society today have very little contact with people with disabilities. As a result of this, they are unaware of certain issues that people with disabilities face on a daily basis and the impact that these issues have on their lives.

SOCIAL ROLES: Social roles are not singular, as many roles may be filled by an individual. They are highly situational and may change drastically based on the behaviours an individual is expected to exhibit within social circles. A focus on maintaining social status within a group may also be a factor in behaviour. A person's social roles may include being a friend, family member or authority figure. Their social roles within these relationships may determine how they behave when interacting with others, and which behavioural norms they exhibit.

COMMUNITY CONNECTEDNESS: Connectedness can be defined as a sense of belonging to a community, a feeling that you matter, that your contributions are valued, and others care about you.

DISABILITY DISCRIMINATION: Disability discrimination is when a person with a disability is treated less favourably than a person without the disability in the same or similar circumstances, E.g.: a person using a wheelchair can't go to a staff meeting, because it is up a flight of stairs and there's no ramp or lift.

INCLUSIVE CULTURE: An inclusive culture involves the full and successful integration of diverse people into a workplace or industry. While an inclusive culture certainly encompasses a commitment to workplace diversity, it is not limited simply to basic representation; it indicates a climate in which respect, equity, and positive recognition of differences are all cultivated, and the social and institutional response to disability poses no barrier to a positive employment experience.

DISABILITY AWARENESS: Disability awareness, as perceived from the cultural and social paradigm, is a step to remove social and environmental barriers to enable the full social, physical and spiritual participation of individuals with disabilities in the community (Brown, 1995; Gilson & Depoy, 2000).

WORKPLACE ADJUSTMENTS: Workplace adjustments refer to any accommodations, modifications or provisions made in the workplace to allow a person with disability to work effectively. Workplace Adjustments are sometimes also referred to as “workplace modifications”.

FUNCTIONAL CAPACITY ASSESSMENT: (FCA) is a series of standardized tests, practices and observations that are combined to objectively assess a worker’s functional ability to perform the physical demands of the proposed role(s) and determine whether the worker has the capacity to undertake these demands.

ACCESSIBILITY: Accessibility refers to the design of products, devices, services, or environments for people with disabilities. The concept of accessible design ensures both "direct access" (i.e. unassisted) and "indirect access" meaning compatibility with a person's assistive technology (for example, computer screen readers).

FREQUENTLY ASKED QUESTIONS

Q: What should I expect from an employee/volunteer with a disability?

A: Like people without a disability, individuals with a disability are all different, with unique strengths, weaknesses, skills and talents. It is important that employers place candidates in positions that align with their skills and strengths. As such, the employees/volunteers will likely have exactly what you are looking for, including experience and interest in your field of work and a strong dedication to their role. Remember, performance comes in different packages!

Q: How will inclusive hiring benefit my business?

A: Many employers find it difficult to find long-term, motivated and reliable employees/volunteers. Employees/volunteers with disabilities are an underutilized labour source that will enhance the creativity of your workforce, provide a broader base of experience and help shift the emphasis to individual strengths and talents.

Q: What accommodations do I need to make?

A: Every employee is different, with unique abilities and needs. As such, all employees, with or without disabilities, require accommodations of some sort. Most of the time, accommodations for employees with a disability do not cost your business anything at all. If necessary, Job Access will provide disability awareness training, workplace modifications or assistive technologies.

Q: How will inclusive hiring affect my other employees?

A: Many employers have reported that hiring individuals with disabilities or has enhanced their teamwork and improved the dynamic of their workplace. However, if issues do arise, Job Access will provide the needed support to help you.

Q: What compensation do I offer?

A: It is expected that employees with disabilities will be paid at the same rate as your other employees in similar roles.

Q: What about liability?

A: As a responsible employer, you already provide a safe workplace, Workers Compensation and general insurance coverage. Hiring someone with a disability does not increase your liability.

Q: Where can I get support?

www.jobaccess.gov.au Job access is an Australian Government Initiative that provide information and assistance to employers who employ people with disabilities. Although this website us primarily for employers with employees with disabilities, organisations who have volunteers with disabilities, may find this site useful as well

PART 1 - AN OVERVIEW OF VOLUNTEERING FOR PEOPLE WITH DISABILITIES

IN THIS SECTION:

- **WHY DO PEOPLE WITH DISABILITIES VOLUNTEER?**
- **BENEFITS OF INCLUSIVE VOLUNTEERING**
- **VOLUNTEERING AS A WAY OF CONTRIBUTING TO THE COMMUNITY**
- **VOLUNTEERING AND SOCIAL ROLES**
- **FLEXIBLE AND MEANINGFUL ROLES**
- **KEEPING VOLUNTEERS WITH DISABILITIES**

"Disability is a matter of perception. If you can do just one thing well, you're needed by someone." - Martina Navratilova

WHY DO PEOPLE WITH DISABILITIES WANT TO VOLUNTEER?

People with a disability share the same reasons to volunteer as everyone else: they want to learn new skills, want to meet new people, contribute to their community and build their self-confidence.

It is sometimes falsely assumed that people with disability have to be on the receiving end, when it comes to volunteering. People with disabilities can contribute to their community just like anything else so long as the volunteer role concentrates on the things they can do, not on the things they can't do. Everyone has gifts, talents, strengths and abilities-people with disabilities are no different!!

BENEFITS OF INCLUSIVE VOLUNTEERING

People of all abilities share the same reasons to volunteer. This includes, learning new skills, meeting new people, making a valuable contribution to the community, and building on their self-confidence and self-worth. Organisations that offer inclusive volunteering to all members of the community, including people with a disability, will expand and enhance on their organisation and the services they provide.

The benefits of developing an inclusive volunteer program that supports volunteers with a disability include:

- Access to a larger group of volunteers;
- A more diverse group of volunteers that will offer a wider range of skills, expertise and motivation, as well as a diverse range of experiences and perspectives.
- The organisation has the opportunity to work with a group of volunteers, whose skills are typically under-utilised.
- Engage in a group of people who are likely to be dedicated volunteers, as people with disabilities often find barriers in obtaining paid work.
- Provide opportunities for people with disabilities to contribute to the community, create networks and develop skills.
- A volunteer program with a greater reflection of the diversity of the larger community;
- Increased opportunities to develop partnerships; and
- Improved understanding of diversity and inclusive practice amongst staff.

Inclusive volunteering offers the opportunity to refresh and reinvigorate a community organisation, target a greater reach of community members and provide a more positive and productive contribution to the community.

VOLUNTEERING AS A WAY OF CONNECTING TO THE COMMUNITY

Community connectedness relates to a person's sense of belonging within the community. It is closely linked to quality of life and general wellbeing. Community connectedness involves areas of life such as relationships and friendship networks, self-esteem and day to day support networks. The connections we have with our community enrich our lives. Volunteering is just one way in which people with disabilities can make connections within the community and potentially extend their day to day support networks.

VOLUNTEERING AND SOCIAL ROLES

Volunteering can also lead to the reduction of social devaluation of people with disabilities within society, as volunteers are seen as having valued roles within the realms of the community. Instead of being seen as the "boy with the intellectual disability", people may begin to describe the person as the "young man who comes here and volunteers in the garden on a regular basis", or simply the "gardener".

FLEXIBLE AND MEANINGFUL VOLUNTEER ROLES

People with disabilities want to volunteer in roles that are going to make a difference. When identifying volunteer roles for people with disabilities, it is important to:

- Ensure that the volunteer role is meaningful and that the person with a disability understands how their contribution will make an impact.
- Identify the inherent requirements of the volunteer role. i.e. the key components of the role. For example, answering the phone might be an inherent requirement of a volunteer role, but being able to hold the receiver is not.
- Consider how the volunteer tasks can be carried out flexibly, including considering how, when and where the tasks can be carried out.

KEEPING VOLUNTEERS WITH DISABILITIES

People with disabilities are looking for volunteer roles with organisations that are able to:

- Provide guidance and regular feedback.
- Talk about additional requirements
- Assist with the costs of volunteering and offer reimbursements
- Provide information and opportunities for training and professional development.
- Provide opportunities for professional mentorship and; Other diverse roles within the organisation

QUICK TIPS:

- Informally discuss with person with a disability why they want to volunteer for your organisation-what are their aspirations and goals?
- Think about the benefits of inclusive volunteering for your organisation- how can inclusive volunteering expand and enhance your organisation?
- Think about how your organisation can utilise the talents, strengths and abilities of a person with a disability
- Think about inherent requirements of the worker/volunteer's role
- Think about how volunteer roles within your organisation can be both meaningful and flexible
- Keep an open line of communication with the worker/volunteer with a disability.

PART 2- CREATING AN INCLUSIVE WORK ENVIRONMENT FOR WORKERS WITH DISABILITY

IN THIS SECTION:

- **MAKING YOUR WORKPLACE ACCESSIBLE**
- **MAKING YOUR WORKPLACE INCLUSIVE**
- **WHAT DOES A WORKPLACE ASSESSMENT INCLUDE?**
- **WHO DOES A WORKPLACE ASSESSMENT?**
- **MAKING WORKPLACE ACCOMMODATIONS**
- **ROLES AND RESPONSIBILITIES OF KEY STAKEHOLDERS DURING THE ACCOMMODATION PROCESS**
- **THE ACCOMMODATION PROCESS**
- **EXAMPLES OF JOB ACCOMMODATIONS · WHAT ARE REASONABLE ADJUSTMENTS?**
- **FUNDING REASONABLE ADJUSTMENTS**
- **EXCEPTIONS IN THE ANTI-DISCRIMINATION LEGISLATION**
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- **MENTORING**
- **WORKPLACE EMERGENCY PLANNING FOR WORKERS WITH DISABILITIES**
- **MAKING THE SITE SAFER**
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- **SELF ASSESSMENT CHECKLIST**
- **THE ROLE OF PARENTS, CARERS AND SUPPORT WORKER**

"The only disability in life is a bad attitude." - Scott Hamilton

MAKING YOUR WORKPLACE ACCESSIBLE

People with disabilities have skills, abilities and experience that can add value to your workplace. By making your workplace accessible to both employees and volunteers with disabilities, you create a win-win situation. You create a workplace where anyone can work and be productive, you find the right person for the job and you allow workers with all types of abilities to work in the marketplace.

MAKING YOUR WORKPLACE INCLUSIVE

It is important that workers with disabilities feel that they can disclose information and ask for assistance. Here are ways you can build an inclusive environment:

- Find creative ways to solve problems
- Learn what other businesses are doing to promote inclusiveness
- Let people know they are included, valued and accepted · Use language that focuses on people, not on disabilities.
- Listen to employees/volunteers with disabilities-they are the experts in what they need!!
- Ask questions-if you don't understand
- Get information to help you understand specific disability issues
- Be creative, flexible and look for new ways of doing things
- Get an employee/volunteer to test any special equipment or device, before purchasing it.

A workplace assessment is a specialised on-site assessment of a worker's duties' and/or potential suitable duties. A thorough workplace assessment will assist to determine what changes need to be made, co-ordination of any work required, as well as the sourcing of any financial assistance that may be needed.

WHAT DOES A WORKPLACE ASSESSMENT INCLUDE?

A workplace assessment may include:

- Job Task Analysis
- Workplace/Work Station Assessment
- Vocational/Job Capability Assessment
- Fitness for Duties Examination
- Functional Capacity Evaluation

- Clinical Psych Assessment
- Activities of Daily Living Assessment
- Cognitive/Neuro Psych Assessment and;
- Exercise Physiology/Dietician Assessment

WHO DOES THE ASSESSMENT?

Best practice indicates that the workplace assessor should be someone who has some understanding of how disability can impact on a person, as well as knowledge on how to support and make accommodations for people with disabilities in the workplace. In addition, the workplace assessor should have knowledge of the specific work environment and culture of the organisation.

MAKING WORKPLACE ACCOMMODATIONS

The workplace assessment will usually result in the preparation of a report, which may include one or more recommendations including:

- Installation or modification of information or communication devices
- Training, coaching, mentoring or education for employees, managers and/or colleagues
- Modifications to work vehicles
- Specialist services
- Modifications to the physical work environment
- Changes to working arrangements through flexible working hours
- Building works
- Aslant interpreting

Most workplace modifications/adjustments can be covered by Commonwealth funding grants.

ROLES AND RESPONSIBILITIES OF KEY STAKEHOLDERS DURING THE ACCOMMODATION PROCESS

Two main parties are involved in the accommodation process, the worker with disability and the employer/person supervising their volunteering role. The roles and responsibilities of each party are listed below:

The Employee/Volunteer:

The needs of the employee/volunteer with a disability are central to the accommodation process. To ensure that these needs are met during the accommodation process, an employee/volunteer can:

- Inform the employer/supervisor about the need for the accommodation
- Provide details about relevant restrictions-including information from health care professionals, when appropriate and as required.
- Collaborate with employer/supervisor to find an appropriate accommodation
- Participate in the development of an appropriate accommodation plan
 - Work with employer/supervisor to monitor and evaluate the accommodation.

The Employer/Supervisor

During the accommodation process, the employer/volunteer can:

- Accept the employee/volunteer's request in good faith
- Record any accommodation request and any actions taken
- Collaborate with the employee/supervisor to find an appropriate accommodation
- Maintain the employee/volunteer's privacy
- Request only the functional capacity information that is required to determine an appropriate accommodation.
- Seek expert opinion where needed and investigate alternative accommodation
- Provide an accommodation in a timely manner.

THE ACCOMMODATION PROCESS

The Accommodation Process is the process an organisation goes through, when developing and documenting an individual accommodation plan for an employee/ volunteer with disabilities, working within their workplace. Individual Accommodation Plans may vary, according to the individual needs and circumstances of the organisation.

An example of an accommodation process is described below and can be modified to suit the needs of a particular organisation.

Step 1: Recognise the need for an accommodation the need for an accommodation can be:

- Requested by the employee/volunteer through their supervisor or human resources; or

- Identified by the manager responsible for employee/volunteer, or person hiring/signing them up.

Step 2: Gathering relevant information and Assess needs

the employee/volunteer is an active participant in this step.

- The organisation does not require details on the individual's disability to provide an accommodation; it needs to know only about the employee/volunteer's functional abilities.
- The manager/supervisor may ask for a functional capacity assessment at the organisation's expense.
- The employee/volunteer and their manager/supervisor evaluate potential options to find the most appropriate measure.
- An external expert may be involved at the expense of the organisation.
- The employee/volunteer can request the participation of a representative, external from the organisation.

Step 3: Write a Formal, Individual Accommodation Plan

Once the most appropriate accommodation has been identified, the accommodation details are written down in a formal plan, including:

- Accessible formats and communication supports, if requested
- Workplace emergency response information, if required
- Any other accommodation that is to be provided

The accommodation plan is provided to the employee/volunteer in a format that takes into account their accessibility needs, due to their disability:

- The worker's personal information is protected at all times.
- If the accommodation is denied, the manager/supervisor gives the employee/volunteer a reason for the denial, in an accessible format.

Step 4: implement, Monitor and Review the Accommodation Plan

The employee/volunteer and the manager/supervisor monitor the accommodation to ensure it has effectively resolved the challenge:

- Formal review conducted at a predetermined frequency
- The accommodation plan is reviewed if the worker's position within the organisation changes, or there is a change of work location.
- The accommodation is review if the nature of the worker's disability changes.

If the accommodation is no longer appropriate, the worker must work together with the manager/supervisor to gather relevant information and

reassess the worker's needs in order for the manager/supervisor to find the best accommodation measure (step 2).

EXAMPLES OF JOB ACCOMMODATIONS

Examples of job accommodations include:

- Voice input or speech recognition aids
- Voice synthesiser
- TTY telephone service
- Computer screen magnifiers
- Flexible scheduling and reduced or part time hours
- Quiet workplace
- Written instructions
- Self-paced workload
- Frequent breaks
- Alternate methods of communication (telephone, tape recorder, verbal instructions) and;
- Larger tasks divided into smaller ones.
- Sign language interpreters
- Accessible work locations e.g.: automatic doors, level flooring
- Material in alternative formats-electronic materials, braille
- Headsets - for people who may who may experience anxiety due to noise.
- Headset amplifiers for employees/volunteers who have difficulties in hearing.
- Evacuation aids- to be used with employees/volunteers confined to wheelchairs in case of an emergency.
- Spacious areas for employees/volunteers who may experience anxiety-including panic in confined spaces.

WHAT ARE REASONABLE ADJUSTMENTS?

“Reasonable Adjustments” or “Reasonable Accommodations” make reference to changes that remove barriers to equal opportunity, equal participation or equal performance in the workplace.

Anti-discrimination legislation contains a positive duty which requires all employers/supervisors to make reasonable adjustments for employees, prospective employees and volunteers with disability. (Subject to the exceptions discussed further in this document)

The particular circumstances of the case need to be considered. Reasonable adjustments may be required to:

- Have equal opportunity in selection, appointment, promotion, transfer, training or other employment opportunities.
- Perform the requirements of the relevant job
- Enjoy equal terms and conditions of employment/volunteering with other employees/volunteers.
- Participate in work-related facilities, programs or benefits.

Reasonable adjustments can be administrative, environmental or procedural and may include:

- Adjustments to work premises, equipment or facilities-including providing additional equipment or facilities
- Adjustments to work related communications including making available information in an accessible form or format.
- Adjustment to work methods
- Adjustments to work arrangements, including in relation to hours of work and use of leave entitlements.
- Adjustments to methods used for testing, assessment or selection.
- Adjustments to work-related rules or other adjustments to enable a person to comply with rules as they exist.
- Access to training, transfer, trial or higher duties positions or other forms of opportunity to demonstrate or develop capacity in a position.
- Provision of interpreters, readers, attendants or other work-related assistance.
- Permitting a person to use equipment or assistance provided by the person with disability or by another person or group.
- Providing training to co-workers and/or supervisors

Limitations on the obligation to provide reasonable adjustments include:

- Adjustments which would impose an unjustifiable hardship on the organisation.
- Changing the inherent requirements of the job/role (or maintaining a job/role, which would otherwise be altered or abolished)
- Assigning performance of some inherent requirements of the job to another employee/volunteer.
- Creating a new or different job; and · Promotion or transfer to a different job.

FUNDING REASONABLE ADJUSTMENTS

FUNDING AVAILABLE FOR PAID EMPLOYEES WITH DISABILITIES

Funding to undertake workplace assessments and implement reasonable adjustments is available through the Commonwealth Government's Employee Assistance Fund (EAF). This fund is administered by Job Access who will assist with funding on a cost-recovery or reimbursement basis. This funding is available for people who are about to start a job or who are currently working, as well as those who require assistance to find and prepare for work.

For further information about the Fund see:

www.jobaccess.gov.au/content/workplace-modifications-and-adjustments

FINANCIAL SUPPORT AVAILABLE TO BOTH VOLUNTEERS WITH A DISABILITY AND ORGANISATIONS PROVIDING VOLUNTEER OPPORTUNITIES TO VOLUNTEERS WITH DISABILITIES

Financial support available to both volunteers with a disability and organisations providing volunteer opportunities to volunteers with disabilities, includes:

- **MOBILITY ALLOWANCE:** People with disabilities may receive a Disability Support Pension (DSP) and can access a Mobility Allowance, which can assist with the travel costs of volunteering. For more information, go to www.centrelink.gov.au .
- **CONCESSIONS FOR TAXI TRAVEL:** In Queensland, the Taxi Subsidy Scheme pays a maximum subsidy of up to \$25 per trip. For more information go to www.tmr.qld.gov.au/tss
- **GOVERNMENT GRANTS:** Federal and State Government Grants are available to support volunteering become available through the year and can be used to support volunteers with disabilities.
- **INDEPENDENT SUPPORT PACKAGES:** This is an allocation of funding granted to the individual with a disability, to be used to support them to reach their goals, which may include volunteering.
- **A VOLUNTEER'S SUPPORT NETWORK:** People with a disability may be connected to a community organisation that can provide disability awareness training, guidance with workplace modifications, assistance with installing adaptive software and access to services such as transcription or alternative formatting.

- **TECHNICAL AID FOR THE DISABLED:** Technical Aid For The Disabled is a not for profit organisation that provides custom solutions for the frail aged and people with disabilities to meet their goals, maintain independence and improve their quality of life. Some people have disabilities that are so complex that no available equipment meets their needs. Staff and volunteers use their design and engineering skills to custom-make equipment for people to meet their needs and to help them achieve their goals. For more information go to: www.TADQ.ORG.AU
- **LIFETEC QUEENSLAND:** Life Tec Queensland is a service-driven organisation helping people to maximise their independence through the use of assistive technology. The aim is to make everyday tasks - at home, at work or in the community - more achievable. Clients include older people who wish to remain independent in their homes for as long as possible, as well as children and adults with a disability. For more information go to: www.lifetec.org.au

EXCEPTIONS IN THE ANTI-DISCRIMINATION LEGISLATION

There are a limited number of circumstances where discrimination is allowed under the *Disability Discrimination Act* and *Equal Opportunity Act*. These are:

- where unjustifiable hardship is caused by the provision of special services or facilities which are necessary for the person with the disability to do the work where the person, because of his or her disability, is unable to perform the inherent requirements of the job, even with the provision of reasonable adjustments by an employer; and
- There are also some general exceptions which include circumstances where the discrimination is necessary to protect the health or safety of another person or property, or where the discrimination is authorised by another piece of legislation.

It is not unlawful to provide people with disability special services, facilities or opportunities to meet their special needs in employment.

DIFFERENTIATING BETWEEN DISABILITY RELATED AND PERFORMANCE RELATED ISSUES

When assessing the performance of an employee/volunteer with a disability, a common area of confusion is differentiating between performance related issues and disability related issues. For example, an individual with a developmental or intellectual disability may take longer to complete a task (a disability related issue) but may also be consistently arriving late to work due to sleeping in (a performance related issue).

The employer/supervisor should consult with the employee/volunteer to try to determine whether the challenge is a performance or disability related issue. In the example above, arriving late could also be disability related, if the worker is unable to access transportation schedules to determine how to arrive at work on time.

Some employers/supervisors may be uncomfortable about addressing a performance issue with an employee/volunteer with a disability. But it is important for them to discuss performance related issues with all employees/volunteers. People with disabilities have sometimes been “protected” from helpful feedback and constructive criticism. The result is that they have fewer opportunities to correct their behaviour and to learn on the job.

There are resources available that employers/supervisors can use to navigate the sometimes-subtle distinction between performance and disability related issues. For instance, a treating physician or therapist may be able to describe an employee/volunteer’s limitations and capabilities in the work environment based on the employee/volunteer’s disability. The physician or therapist is under no obligation to disclose the nature of the employee/volunteer’s disability but may be able to provide input into which limitations may affect job performance.

MENTORING

One-on-one mentoring is a great way to support volunteers with a disability. It is important to work alongside volunteers and guide them rather than standing over them. A mentor's role is vital in how well the volunteer feels included in the organization, valued and understood.

Mentors should be patient, reliable, friendly, respectful and understanding of individual needs. It is good practice to train a second mentor/supporter to cover when the main mentor is absent.

WORKPLACE EMERGENCY PLANNING FOR WORKERS WITH DISABILITIES

Examples of how disabilities will impact on emergency planning

- The deaf and hard of hearing may not have the ability to hear or react to emergency warning systems or aural instructions.
- Visual disabilities will affect a person's ability to identify escape routes, directional information, instructions, objects or hazards. This will increase their evacuation times.
- Mobility disabilities may affect a person's ability to independently leave the worksite, use stairs or open doors.
- Respiratory disabilities may affect a person's ability to walk long distances and perform tasks that require excessive physical activity, such as evacuating a building. These limitations may be exacerbated by smoke, dust, fumes and chemicals.
- Speech disabilities, such as difficulties with articulation, voice strength, language expression or total loss of speech, will affect a person's ability to communicate during an emergency.
- Cognitive disabilities may affect a person's ability to respond to emergencies in the following ways: memory loss, problems with orientation, distractibility, perception and difficulty thinking logically.
- Mental illness or mental disorders are health conditions that are characterized by alterations in thinking, mood or behaviour which may be exacerbated in an emergency situation.

Assessing staff and volunteer needs during an emergency

Establish a process within your emergency planning for the following:

- Self-assessment and self-disclosure for workers and volunteers with disabilities and what their needs will be during emergencies.
- Enabling workers to notify management of changes in their disability or the development of temporary disabilities, such as recent injuries or surgeries.
- Maintaining a list for emergency personnel of workers who will need assistance during emergencies and their location in the building.
- Ensuring that the collection of personal information about a worker's disability for the purposes of the workplace emergency plan is in compliance with the Privacy Act.
- Determining accommodation options for emergency notification and evacuation. Ask the employee that will need accommodations for their suggestions, work together and plan for changes in the employee's condition.

Identifying staff and volunteers who can assist workers with disabilities during an emergency

Establish a network of co-workers who can assist the person with a disability during emergencies. When identifying those who will be a part of the person's network consider the following:

- They should be physically and mentally capable of performing the task.
- They do not need assistance themselves.
- They should work the same hours and in the same area as the person they will be assisting.
- The worker with the disability should be involved in selecting those who will be trained to assist them during an emergency (a minimum of two people is recommended).

ADDRESSING THE HAZARDS AND BARRIERS

To address the identified worksite hazards and barriers for workers with disabilities establish the following:

- who will be responsible for addressing the identified hazards and barriers
- a process for how the hazards will be addressed
- monitoring of hazards
- a system for reporting new hazards

Emergency communications

The ability to communicate quickly with all employees in the office or building is critical during an emergency.

Information and notification

Employers should consider the following:

- Ensure that all employees and visitors - including those who are deaf and hard of hearing or have visual impairments - have access to the same information in a detailed and timely manner.
- Put multiple methods in place to notify individuals of emergency plans and procedures; provide alternative formats appropriate to your workforce. · During emergency training sessions and meetings, provide sign language interpreters, assistive listening devices or other aids to enable effective communication with workers who are deaf and hard of hearing.

There are many methods of communication for emergencies: fire alarms, pager systems, phones/TTY, public address systems, wireless communication devices, company website information, Computer Electronic Notification Systems (CENS) compatible with screen readers and speech recognition software, televisions with open-captioning, scrolling reader boards, and two-way radios.

- Install visual alarms/lighted fire strobes for deaf employees.
- Provide tactile/Braille signage and maps and/or audible directional signage to assist workers with visual disabilities who must navigate smoke-filled exit routes.
- Colour code fire doors and exit ways for workers with cognitive disabilities.
- Provide a picture book of drill procedures for workers with cognitive disabilities.

EVACUATIONS

Responsibility of employer/supervisor

- Provide the same level of safety for all employees during evacuations.
- Include the safe evacuation of personnel during **non-business hours** – shift workers and building cleaners – in your emergency plan.

Responsibility of employee/volunteers with a disability

- Be familiar with the building and your evacuation options – exits, stairwells, ramps, areas of refuge.
- Know your workplace emergency evacuation plan.
- Work with your employer to select co-workers who are able to assist you in case of an emergency.
- Participate in emergency drills.
- Be aware of the emergency notification systems at your workplace.
- Alert security personnel when entering the building after non-business hours; tell them where you will be located and the assistance you will need.

‘Responsibility of emergency wardens

- Wardens should be trained in how to communicate with and safely evacuate people with disabilities.
- They provide information to first responders when they arrive about the number of people with disabilities waiting in areas of refuge and where they are located.

Responsibility of all employees/volunteers

Employees who are with clients or visitors with a disability should accompany the client or visitor and ensure their safe evacuation.

Service animals

- They should be included in evacuation plans and participate in drills, so they become familiar with emergency alarm sounds and evacuation routes. During the

9/11 attacks on the ‘World Trade Centre towers, individuals with disabilities died waiting in areas of refuge for first responders to arrive.

MAKING THE WORK SITE SAFER

Doing a hazards assessment

An assessment of non-structural hazards and barriers in the workplace should be conducted:

- Do a walk-through of the facility with the employee(s) with disabilities and identify barriers to successful evacuation.
- Look for objects in the workplace that may fall and injure employees, as well as any objects that may obstruct passage ways and could hinder the person with a disability from safely exiting the building.
- Barrier example: The height of most manual pull fire alarms and fire extinguishers in buildings do not take into consideration wheelchair users.

RESPONSIBILITY OF EMERGENCY WARDENS

- Wardens should be trained in how to communicate with and safely evacuate people with disabilities.
- They provide information to first responders when they arrive about the number of people with disabilities waiting in areas of refuge and where they are located.
- Individuals with a service animal should plan with their employer and workplace network how they can be assisted if their service animal becomes hesitant or disoriented during an emergency.

EVACUATION OF WORKERS AND VISITORS WITH MOBILITY DISABILITIES

Not every emergency requires a full evacuation of the building. There are a number of evacuation options that should be planned for:

- **Horizontal evacuation:** Using exits that are horizontal to the ground level or moving into unaffected wings of the building.
- **Stairway evacuation:** Using stairs to reach the ground level exits of the building.
- **Area of refuge:** A member of the worker's network will assist the individual with a mobility disability to the safe refuge area and then will inform on-site emergency personnel and/or first responders of the location of the person(s) with a disability.

- **Areas of refuge should be used as a last resort. All other options should be considered first. However, choosing to wait for first responders in order to evacuate is a personal decision of the employee/volunteer with a disability.**

Employers/supervisors should include in their emergency plan the evacuation of mobility devices along with the user of the equipment.

Definition of a fire refuge: An area that is separated from fire by fire resisting construction and which provides a safe route to a storey exit; it is a temporary safe space for people with disabilities to wait for evacuation assistance.

Definition of circulation path: A circulation path is a continuous and unobstructed way of moving from any point in the building to a public thoroughway. This may include rooms, hallways, doors, stairs, fire refuge areas, horizontal exits, ramps, exit passageways, fire escapes, fire escape ladders, slide escapes, escalators, moving walkways and elevators. **A person with a disability should be able to move unassisted through a circulation path to a public way or an area of refuge.**

DO NOT LEAVE PEOPLE ON THE LANDINGS OF STAIRS.

WORKPLACE EMERGENCY DRILLS

When doing emergency drills:

- Include workers with disabilities in emergency exercises.
- Be aware that some people with disabilities may experience heightened anxiety during emergency drills and may need to be exempt from participating. One-on-one emergency planning with these individuals may be a good alternative.
- Address employee fears, anxiety and concerns during and after drills.
- During an emergency drill, it is not necessary for workers with mobility disabilities to evacuate the building completely. However, the person and their network should train separately from general drills in assistance techniques; for example, how to use an evacuation chair, if one is available, or in transfer and carrying techniques. · If a worker says that she/he will not need assistance, but impedes other workers during an evacuation drill, talk to the individual directly and privately to work out a solution.

HAVING A WRITTEN EMERGENCY PLAN AND ALTERNATE FORMATS

The written emergency plan is an important document that should include emergency policies, procedures, roles and responsibilities, communication protocols and resources.

Alternative formats

Provide the written workplace emergency plan to workers with disabilities in alternative formats depending on their communication requirements, for example:

- Braille, large print, audio, and/or CD

WHAT SHOULD BE INCLUDED IN THE SELF ASSESSMENT CHECKLIST

An organisation can formulate its' own self-assessment checklist to assist in the development of an inclusive organisational culture. A self-assessment checklist could include the following:

Physical accessibility

- Is the workplace accessible to public transport?
- Are there accessible parking bays designated for people with disabilities?
- Are the designated parking bays clearly visible and appropriately signed?
- Is there a continuous accessible path of travel from the main points of arrival (such as car park or street footage) to the entrance of the building?
- Does the path have good overhead clearance with nothing hanging down that might be a hazard for people who are blind or vision impaired?
- Is the path wide enough for a person using a wheelchair or walking frame to pass by someone else?
- Is there a ramp into the building?
- Does it have a gradual slope and handrails?
- Does it have level landings at intervals to allow someone to rest?
- Are there tactile ground service indicators at the top and bottom of the ramps on the landings?
- Is the entrance door an automatically self-opening door?
- Are work areas unobstructed so people can safely and freely move throughout the building?
- Is the floor surface slip resistant?

- Is the stair access between floors?
- Do the stairs have handrails on both sides?
- Do the stairs have colour contrasting strips and tactile ground surface indicators at the top and bottom?
- Is there an accessible alternative route close to the stairs? (lift, ramp)
- Are emergency exits clearly marked/visible and accessible?
- Is there a unisex toilet available?
- Are staff rooms accessible? (e.g.: door width, floor surface slip resistant, well lit, non-glare lighting)
- Are noise levels in work areas/lunch rooms managed to a level normally acceptable to all workers?
- Are work areas well lit, non-glare and lighting evenly spread?
- Is office equipment (e.g. printers) easily accessible?
- Are desks and chairs capable of being adjusted for height?

Accessible workplace-reasonable adjustments

- Does your organisation undertake reasonable adjustments on a case by case basis?

Effective management practices-job design and flexibility

- Does your organisation allow for flexible job/role design on a case by case basis?
- Do your job descriptions focus on objectives, based on minimum sufficient specifications and written in inclusive language?
- Does your organisation offer flexible working arrangement (flexible working hours, locations and ways for work to be carried out)?

Effective management practices-plans, policies and procedures

- Does your organisation collect and analyse data on employees/volunteers with disabilities?
- Does your organisation have up to date Equal Employment opportunity policies?
- Is compliance with EEO policies included as a standard performance requirement?
- Do your emergency plan/procedures include instructions for safe placement/evacuation of people with disabilities who may require assistance?
- Do employee/volunteer performance review processes provide discussion of disability support needs over time?
- Is there a mechanism for providing information in alternative formats?

Effective management practices-support

- Are there processes in place which can be activated to ensure appropriate case by case provision of support for workers with a disability?

- Is there a formal trigger mechanism in place to ensure integration of employment or volunteer efforts of people with disabilities into the wider workforce planning process at times of review?

Inclusive organisation culture-values

- Does your organisation clearly articulate values of inclusion, as well as embracing diversity?
- Has your organisation established policies that ensure people with disabilities are included in the workplace?
- Does your organisation recognise, support and consult with people with disability to identify ways to address the barriers to employment/volunteering for people with disabilities?
- Are there any particular aspects of your organisation that you think could be improved to make it easier for people with disability to obtain and maintain employment or volunteer roles with your organisation?

Culture-training and induction

- Does your organisation make clear statements about its approach to disability in the workplace?
- How does disability fit in with your organisation's workforce and workforce planning?
- Is there a disability awareness training program in place for employees/volunteers?
- Is there specific manager/supervisor training in place that addresses management roles and responsibilities in relation to employees/volunteers with disabilities.

THE ROLE OF PARENTS, CARERS AND SUPPORT WORKERS, WHEN IT COMES TO VOLUNTEERING FOR PEOPLE WITH DISABILITIES

Organisations should always directly communicate with volunteers with disabilities, even if the volunteer is with a parent, carer or support worker. However, the volunteer may still wish these people to be involved in the discussions. It is advisable that organisations work with the parent, carer or support worker, to make sure there is a common understanding of the boundaries of their involvement.

Parents might be protective of their son or daughter with a disability and may feel anxious about them volunteering. An informal meeting with both the parent/s and person with a disability can help to establish what their concerns are and address them.

QUICK TIPS:

- “Job access” is a good website, when thinking about creating an inclusive work environment for workers with disability
- Learn what other organisations have done to promote inclusiveness-don’t reinvent the wheel-if you don’t have to!
- Creative problem solving can be a virtual!!
- Don’t be afraid to ask for advice!!
- Focus on what a person CAN do, not on what they CAN’T do!!
- Not all workplace accommodations are complicated!!
- Don’t be afraid to tackle performance related issues with a worker with a disability-they have the same obligations as everyone else!!
- Mentoring is a great way of supporting a person with a disability, if the person is accompanied by a Support Worker-don’t be afraid to ask them for assistance!!
- Get the person with a disability to provide feedback on emergency procedures for people with disabilities.
- An informal meeting can alleviate fears and concerns of parents-however always remember the person with the disability is the volunteer NOT their parents.

PART 3 - ACCESSIBILITY ISSUES AND *THE IMPORTANCE OF DISABILITY AWARENESS TRAINING IN THE WORKPLACE*

IN THIS SECTION:

- **INFORMATION ON A RANGE OF DISABILITIES**
- **THINKING STRATEGICALLY ABOUT CREATING AN INCLUSIVE ENVIRONMENT**
- **IMPROVING ACCESSIBILITY**
- **ELECTRONIC AND INFORMATION TECHNOLOGY ACCESSIBILITY**
- **ATTITUDES AND ACCESSIBILITY**
- **ADVISING STAFF ON DISABILITY AWARENESS**
- **APPROPRIATENESS OF DISABILITY AWARENESS INFORMATION**
- **BASIC TIPS FOR CO-WORKERS**
- **WHAT TOPICS SHOULD BE INCLUDED IN DISABILITY AWARENESS TRAINING**
- **DISABILITY ETIQUETTE**
- **WORKING WITH COLLEAGUES WITH DIVERSE ABILITIES**
- **GOOD PRACTICE PERFORMANCE MANAGEMENT**
- **WORKPLACE CHECKLIST**
- **WHAT IS A DISABILITY ACTION PLAN?**
- **WHY HAVE AN ACTION PLAN?**
- **DEVELOPING AN ACTION PLAN**
- **WHAT TO DO FIRST?**
- **ACTION PLAN CHECKLIST**

"I am neither an optimist nor pessimist, but a possibilist." - Max Lerner

INFORMATION ON A RANGE OF DISABILITIES

Sensory disability is an underlying impairment or condition that relates to sensory organs. It includes:

- n Combined sensory impairments causing severe restrictions in communication
- n Blindness and vision impairment not corrected by glasses or contact lenses
- n Deafness and hearing impairment and loss
- n Speech loss, impairment and difficulty in being understood

Physical disability includes paraplegia, quadriplegia, multiple sclerosis, muscular dystrophy, motor neurone disease, neuro-muscular disorders, cerebral palsy, absence or deformity of limbs, spina bifida and arthritis.

Intellectual disability encompasses conditions affecting intellectual functioning (for example, learning). Some conditions result from brain damage in utero, at birth or afterbirth (for example, accidents). Intellectual disability is not mental illness.

Psychiatric disability (often called 'mental illness') is a general term that reflects the definition in s4(1)(g) of the *Disability Discrimination Act* which is 'a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour'. Mental illness includes conditions such as depression, schizophrenia, affective disorders, anxiety disorders and addictive behaviours.

Learning disability describes a group of disorders, presumed to be caused by central nervous system dysfunction. People with a learning disability may have difficulties in gaining and using listening, speaking, writing, reasoning, or mathematical skills.

Neurological disability is associated with damage to the brain or spinal cord that results in the loss of some functions. Acquired Brain Injury, or ABI, is one of the most prevalent neurological disabilities. Road accidents are a major cause of ABI. There are significant variations in an individual's experience of disability, even within each type of disability.

Capability can be affected by the environment surrounding a person with a disability. For example, a person with schizophrenia who responds well to appropriate medication and who has a strong support network may not experience significant impairment.

Environmental factors that can affect how much 'impairment' a person with a disability experiences include:

- n Physical - for example, physiological response to medication, lifestyle
- n Social - for example, support from family, friends or organisations
- n Work environment - acknowledging previous work history and demonstrating support, sensitivity and respect

- n Financial - support and services to allow active participation of people with a disability in the community
- n Infrastructure - for example,

accessibility, convenient transport arrangements n Past history of 'success' – if a person has experienced significant barriers during their education, this is likely to impair their employment/volunteer opportunities.

THINKING STRATEGICALLY ABOUT CREATING AN INCLUSIVE WORK ENVIRONMENT

Creating an environment in which people with disabilities feel valued and respected is critical to successfully recruiting and retaining them. Workplace inclusion is a strategy and product of company-wide policies, attitudes and practices. Together these factors influence employee perceptions about the work environment which, in turn, impact engagement, job satisfaction and productivity. Creating a positive work environment for employees of diverse backgrounds should include strategies for the inclusion of people with disabilities, acknowledging that all employees desire to participate in an environment that allows them to work to their full potential.

Advantages of an Inclusive Culture

- Helps the organization create a reputation as an “employer of choice” and thereby attract diverse job applicants, including those with disabilities.
- Increases the likelihood that employees with non-apparent disabilities will disclose to their supervisor or human resource representative.
- Increases employee job satisfaction, engagement, and retention.
- Reduces turnover and absenteeism.
- Improves accessibility for employees and customers.

Communicating an Inclusive Culture

There are a variety of ways that organizations, supervisors and HR professionals can create an environment that is welcoming and inclusive of people with disabilities.

- Include individuals with disabilities as part of your company's diversity statement.
- Ensure website accessibility.
- Offer written materials in alternative formats.
- Include an Equal Employment Opportunity statement in job advertisements and notices.
- Create and publicize a grievance procedure to report, and seek resolution for, situations in which employees/volunteers believe discrimination and/or unfair treatment occurred.

- Include images of persons with disabilities in marketing and outreach materials. Whenever possible include one of the 12 universal access symbols.
- Train front-line managers to focus on job performance of individuals, not their disabilities.
- Train all front-line staff to understand disability disclosure for people with disabilities and aging populations in interviewing and accommodations requests
- Provide diversity training to employees/volunteers on disability issues in the workplace.
- Implement effective accommodation policies and practices.
- Use a centralized funding model for covering the costs of disability related accommodations.
- Advertise open job positions on job boards and media known to be utilized by persons with disabilities.
- Ensure physical accessibility.
- Establish a disability-focused employee resource group and provide top management support for the effort.

IMPROVING ACCESSIBILITY

Improving accessibility benefits everyone. The physical work environment should promote independence and full participation of people with disabilities. Eliminate existing barriers and make a plan to increase accessibility, including accessible technology and web-based applicant systems, increasing accessibility will:

- Reduce the potential of unintentionally screening out applicants with disabilities
- Ensure access to good and services for employees/volunteers and customers or clients with disabilities.

ELECTRONIC AND INFORMATION TECHNOLOGY ACCESSIBILITY

Inaccessible electronic and information technology (IT) often present significant barriers to people with disabilities in the workplace. The costs associated with making electronic and information technology accessible does not have to be high. Areas in which to address accessibility include:

- Web-based intranet and internet information and applications
- Email and other electronic correspondence
- Software applications and operating systems
- Telecommunications products

- Video and multimedia products
- Desktop and portable computers
- Self-contained, closed products such as calculators, copy machines, and printers
- Online job applications

ATTITUDES AND ACCESSIBILITY

Misconceptions that employees/volunteers may have about disabilities can be the most significant employment barrier that people with disabilities face. Possible attitudinal barriers for employees with disabilities can include:

- **Inferiority:** The employee/volunteer is seen as a "second-class citizen"
- **Pity:** People feel sorry for the employee/volunteer and are patronizing as a result
- **Hero Worship:** People consider a person with a disability living independently to be "special"
- **Ignorance:** The employee is dismissed as incapable because of his or her disability
- **Multi-sensory affect:** People assume that the employee/volunteer's disability affects his or her other senses
- **Stereotypes:** People make both positive and negative generalizations about disabilities
- **Backlash:** People believe the employee/volunteer is being given an unfair advantage because of his or her disability
- **Denial:** People may not believe that hidden disabilities are legitimate and therefore do not require accommodations
- **Fear:** People are afraid they will offend an employee/volunteer with a disability by doing or saying the wrong thing and, as a result, will avoid the employee

There are tools and resources available to all employers to help break down attitudinal barriers in the workplace. Some effective strategies to correct misconceptions and foster changes in attitudes about disabilities include:

- Engaging employees/volunteers in discussions regarding disability issues
- Providing training to increase employees' perspective and understanding of disabilities
- Facilitating engagement with people with disabilities through internship programs, mentoring days, and volunteer opportunities with organizations serving people with disabilities in the community.

HOW TO ADVISE STAFF ON DISABILITY AWARENESS

Everyone has different levels of contact with people with disability. As a result, some of your employees/volunteers may be concerned that they will embarrass themselves or a co-worker with a disability by saying or doing the wrong thing. This can lead to uneasiness when meeting a new employee/volunteer with disability or potentially result in misunderstanding and anxiety for both the co-worker and the new employee/volunteer.

Disability awareness can be discussed during team meetings, at special training sessions (such as disability awareness training) or you may prefer to provide staff with printed materials, including checklists and factsheets. It is highly recommended that you discuss your approach with the employee/volunteer with disability, to ensure they are comfortable with this approach. They may also be able to provide you with more tips and assistance.

APPROPRIATENESS OF DISABILITY AWARENESS INFORMATION

It may not be appropriate for you to advise staff on disability prior to an employee/volunteer with disability starting work/a volunteer role. This is particularly relevant when an employee/volunteer has a non-visible disability or prefers that their disability is not disclosed. In these situations, consider different methods of advising staff on disability awareness, such as:

- Developing and implementing a Disability Action Plan that has an identified action involving disability awareness training for all staff. Information on developing a Disability Action Plan is discussed further on in this report.
- Providing “disability awareness training” or inviting a speaker to discuss disability awareness on particular days such as International of People with Disability.
- Encouraging workplace diversity and providing tips, either via training or written material, on disability awareness as part as a workplace diversity strategy.

BASIC TIPS FOR CO-WORKERS

The most important advice that you can provide for staff on disability awareness is to remember to treat each person as an individual. People with disability should be treated just as other employees/volunteers would want to be treated.

It is also important to provide the following basic tips to staff:

- Avoid asking personal questions about someone's disability.
- Be considerate of the extra time it takes for a person with particular disabilities to do or say something.
- Be polite and patient when offering assistance and wait until your offer is accepted. Listen or ask for specific instructions-be prepared if your offer is refused.
- Relax. Anyone can make mistakes. Offer an apology if you've feel caused embarrassment. Keep a sense of humour and be willing to communicate.

WHAT KIND OF TOPICS SHOULD BE INCLUDED IN DISABILITY AWARENESS TRAINING?

Disability awareness training can help your volunteers/staff feel at ease when communicating and working with a co-worker with disability. It can also help your co-worker with disability feel supported in the workplace. Disability awareness training provides facts, research, tips for communication and tips for accommodation within the workplace.

Disability awareness training can cover:

- Facts and myths associated with disability
- The social model of disability and the political realities
- Disability legislation and legal requirements
- Communicating with people with disability
- Accessibility for people with disability
- Information access and assistive technology
- Specific implications of disability for security staff e.g.: emergency evacuation
- Impact on organizational policies

WHAT IS A DISABILITY ACTION PLAN?

A Disability Action Plan is a part of a strategy for changing your business practices to better engage people with disability and avoid unintentional discrimination. It is a voluntary agreement that demonstrates your commitment to improving:

- **Employment/volunteer opportunities** for people with disability
- the **accessibility** of business premises and/or shopfronts, to enable customers with disability to enjoy equal access.

A Disability Action Plan will help your business develop a blueprint for positive change and will identify positive practices to implement those changes.

DISABILITY ETIQUETTE

A basic understanding of disability etiquette can help make employees feel more comfortable when interacting with co-workers and supervisors with disabilities and can help prevent awkward situations. Good disability etiquette can also expand business opportunities and help organizations serve customers more effectively.

What is Disability Etiquette?

Disability etiquette refers to respectful communication and interaction with people who have disabilities.

Basic Disability Etiquette

The principles of disability etiquette are fairly simple. First and foremost, rely on common sense to guide your interactions with people with disabilities and behave in the same courteous and respectful way with individuals with disabilities that you would with anyone.

Beyond that, there are several simple steps everyone can take to ensure appropriate disability etiquette:

- Use "people first" language which recognizes that individuals are more than their disabilities.
- Don't ask questions about a person's disability unless it is brought up by the individual.
- If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
- Speak directly to the person.
- Don't be afraid to ask questions when you are unsure of what to do.
- When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who have artificial limbs

can usually shake hands. (Shaking hands with the left hand is also an acceptable greeting.)

- Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others.
- Psychiatric illnesses are not something someone can just get over.

WORKING WITH COLLEAGUES WITH DIVERSE ABILITIES

You may find the following tips useful in working with colleagues who have a diverse range of abilities, including people with a disability:

- Productive staff benefit from sufficient breaks, workload management tools (for example, task lists, project plans), time management tools (such as a diary) and an environment free from distractions (particularly noise). This is particularly relevant for people who have attention, concentration and memory problems.
- People with a visual impairment usually hear perfectly well and do not need to be spoken to loudly or more slowly. People with a hearing impairment usually prefer others to speak to them a little more slowly.
- Guide Dogs are working when they are in harness and should not be patted or fussed over.
- A person's speech or body language does not reflect intelligence, so if a person speaks slowly or at an unexpected pitch or volume, it is not a reflection of their intellectual capability.
- People with a hearing impairment may find it difficult to understand what you are saying if you do not speak directly and clearly.
- If a person is accompanied or assisted by an interpreter or a friend, direct your conversation to the person themselves and not the interpreter or friend.
- People using a wheelchair or similar aids will ask for assistance if required, and appreciate others not moving them or their aid without their permission.
Some people in wheelchairs can stand or walk for a limited period with assistance.
- If someone is talking slowly, be patient and let them finish. Don't finish their sentences for them.
- Some problems that look like they are performance related could actually be resolved through making reasonable adjustments. For example, a condition which is exacerbated by significant stress could be

alleviated by actively managing the employee's workload and timeframes.

Psychiatric disabilities can develop over time and changes in medication may affect performance at work

GOOD PRACTICE PERFORMANCE MANAGEMENT

All employees/volunteers have a responsibility to perform the inherent requirements of the job. They can also expect positive and constructive feedback and tangible support to do their job/role. Performance issues may arise from time to time with some employees/volunteers. Performance issues for a person with a disability will not necessarily be as a result of the person's disability.

Good practice performance management involves the following principles:

- The employee/volunteer and their supervisor working together to decide performance management, training and development and improvement strategies.
- Having consistent processes across the team so that one person is not singled out.
- Team members to support and respect each other, accept differences and diversity and be understanding.
- 'Consideration of a wide range of learning and development options.
- Jobs and tasks designed around the abilities of individuals in the team.
- Seeking expert advice when required and with the consent of the employee, for example, advice from specialist associations, human resources or medical practitioners.

WORKPLACE CHECKLIST

Does your workplace appropriately support people with diverse abilities? Check the list below to find out.

- Do staff use appropriate language in the workforce? Refer to the publication *A way with words* available from Disability Services Queensland.
- Before a vacancy is advertised, has a proper job analysis been conducted to define the core outcomes and real requirements of the job, including physical requirements? Does the position description allow people with diverse abilities to demonstrate they can achieve the outcomes of the job? Is there a risk of unlawful indirect

discrimination by insisting on particular requirements (such as a manual driver's licence)?

- Are job vacancies referred to specialist recruitment agencies like Disability Works to ensure people with a disability can apply if they are interested?
- How is reasonable adjustment applied to the choice of selection processes, so
- that people with diverse abilities can demonstrate their skills and competencies equitably (for example, allowing phone interviews instead of written applications) and to ensure decisions are based on merit?
- Do employees, including people with a disability, have access to formal and informal support networks?
- Are there regular reviews of building accessibility for people with physical disabilities?
- Do workplace health and safety processes (including emergency procedures) reasonably accommodate people with a disability?
- Are people with a disability involved appropriately to provide specific advice when needed or to contribute to policies that affect them? Keep in mind that a person with a particular type of disability may not represent people with other types of disabilities.
- Are reasonable adjustments made when they are required in consultation with employees with specific needs? For example, recruitment, selection, workplace design, job design and flexible work practices.
- Is the team one that supports people of varying abilities? Are team members accepting, understanding and respectful of others, particularly of people's privacy? Does the team and the organisation support specific employment/volunteer programs for people with a disability (for example, work trials coordinated by CRS Australia, scholarship schemes)?

WHY HAVE AN ACTION PLAN?

A recent survey conducted in the United Kingdom found that a staggering 83 per cent of people with disability had avoided a business after being unable or unwilling to make a purchase due to accessibility issues.²

Developing a Disability Action Plan makes good business sense. Engaging people with disability can benefit everyone—from employees to customers to your bottom line. It can provide employment opportunities to people with disability and a broader labour base for businesses to recruit from and has the potential to increase the diversity and experience of your employees. Implementing an Action Plan can also unlock a wider customer base.

Other benefits include:

- **Getting savvy:** According to the Australian Bureau of Statistics, people with disability represent approximately 20 per cent of the population, or almost four million people.³ This represents an important cross-section of your customer base as well as an often-untapped labour pool. When relatives, friends, carers, colleagues, and business associates of people with disability are added to this cross-section, your business is presented with a sizable share of the Australian market which it cannot ignore.
- **Accessing an untapped sector of the employment market:** People with disability represent 16.6 per cent of Australia's working age population yet have lower participation rates and higher unemployment rates than the general population. In a time of skills shortages and an ageing population, there are real organisational benefits in developing a Disability Action Plan and engaging people with disability as employees.
- **Lower absenteeism:** Contrary to popular belief, people with disability take fewer than average sick days and make fewer workplace health and safety claims.
- **Broadening your customer base:** Businesses that understand the impact of disability on their customers have the potential to reach a wider market.
- **Managing risks:** One clear and avoidable risk for businesses is the failure to provide access to people with disability. An Action Plan can help identify ways to ensure accessibility to your premises, thus managing this risk.
- **Discriminating is against the law:** Specific Commonwealth, State and Territory legislation makes it unlawful to discriminate on the grounds of disability in most areas of life. An Action Plan allows you to work towards compliance with legislation, including the Disability Discrimination Act 1992 (Commonwealth).

DEVELOPING AN ACTION PLAN

Developing and implementing a Disability Action Plan is similar to any best practice approach in an organisation. A Disability Action Plan should be tailored to meet the particular needs of your organisation.

To develop a successful Disability Action Plan, your organisation needs to:

1. commit to change and demonstrate this to your employees/volunteers—for example, you could identify senior champions within your organisation who can demonstrate their commitment to the rest of your workforce
2. consult people with disability currently employed/volunteering for your organisation.
3. consult your customers/clients
4. review current practices
5. develop policies and programs to eliminate disability discrimination
6. set goals, targets and time frames
7. develop and incorporate evaluation strategies, including performance indicators
8. appoint people within your business to be responsible for the implementation of the plan
9. communicate the plan to everyone in the business, keep them informed and keep it on the agenda
10. spread the word—tell others about your success.

WHAT TO DO FIRST?

To begin the process, consider the following questions. It may be helpful to document your answers.

- Who are the **logical champions** in your business? Are they senior enough to effect organisational change? Do they have the time and commitment required to drive change? What can you do to support and encourage them to take on this role?
- How will you **collect information**?
- How can you harness the **knowledge and experience** of people with disability currently working in your business?
- What will your **tangible goals and targets** be? How will you measure them?
- Is there an area within the organisation **where you already do well**? Can you highlight this in the plan?

- Where can you **get advice** on best practice or standards?
- What period will your plan cover? **What will happen at the end** of that time?
- How many people with disability do you currently have as clients, customers and employees? **How many potential customers are you missing?**
- Have you ever thought about what it would be like to have a disability?
- Have you ever considered how difficult it would be to access your business if you had a disability?
- What are some examples of the different sorts of access issues within your business?
- What are some of the possible **solutions** to these different access issues? What could you **fix right now?**
- What does your **marketing plan** say about your client base? Does it include any strategies for people with disability or people with caring responsibilities?

ACTION PLAN CHECKLIST

How comprehensive is your Disability Action Plan? It should include the following actions:

- **Identify** the business case and **communicate it** to all employees to get them involved and interested. This could include a communication strategy within your organisation and a process for engaging staff to support the plan
- **Review practices and policies** in the business that impact on people with disability and their carers
- Establish a process for **consulting** people with disability either employed by your business, or who purchase your products and services.
- Collect **information** about people with disability and people with caring responsibilities in order to understand the needs of your workforce and potential customers
- **Identify physical barriers** that limit access to your business
- **Identify communication barriers** that limit access to your business
- Set clear **goals and targets**, including employment of new employees
- Develop proactive **recruitment practices** to actively engage applicants with disability
- Establish a process for **measuring** these recruitment practices and reporting on them
- Set up a process for **evaluation and review**.

QUICK TIPS

- The internet is a good resource when trying to find information on different types of disability or issues associated with disability awareness.
- Organisations such as the Down Syndrome Association, Endeavour, Cerebral Palsy League, can also be a source of information.
- Disability Awareness training may be a tool to help workers feel at ease, when working with colleagues with disabilities
- Accessibility benefits everyone, not only employees/volunteers, but also customers/clients
- People with disability just want to be treated like everyone else
- It is recommended that you discuss your approach to disability awareness training with the employee/volunteer with a disability to ensure they are comfortable with the approach.
- Maybe speak to the staff generally, about workplace etiquette.
- Seek expert advice when required, with consent from the individual with a disability
- Sometimes Disability Action Plans from other organisations can be sought from the internet.
- Plan your Disability Action Plan carefully!!

PART 4 - FUNDING GRANTS AND OTHER FINANCIAL RESOURCES

IN THIS SECTION:

- **FINANCIAL SUPPORT FOR REASONABLE ADJUSTMENTS IN THE WORKPLACE**
- **THE EMPLOYMENT ASSISTANCE FUND**
- **JOBACCESS ADVISERS**
- **JOBACCESS SERVICES**
- **WORK BASED PERSONAL ASSISTANCE**
- **FUNDING GRANTS FOR NOT FOR PROFIT ORGANISATION WHO WISH**

TO INCLUDE VOLUNTEERS WITH DISABILITIES IN THEIR WORKPLACE

- **THE FUNDING CENTRE**
- **TIPS ON WRITING FUNDING APPLICATION**
- **THINGS TO KEEP IN MIND**

**“There is no greater disability in society,
than the inability to see a person as more”**

- ANONYMOUS

FINANCIAL SUPPORT FOR REASONABLE ADJUSTMENTS TO THE WORKPLACE FOR EMPLOYEES WITH DISABILITIES

There is help available to pay for the cost of workplace modifications that may be needed to accommodate a worker with disability in a job. Assistance is available for a broad range of modifications including, but not limited to, physical and environmental workplace adjustments, computer software upgrades, vehicle modifications, communication technology devices and specific items of equipment an employee may require to do their job.

While the majority of workers with disability won't require any workplace modifications, the Employment Assistance Fund aims to make accommodating employees with disability in your workplace easier.

WHAT IS THE EMPLOYMENT ASSISTANCE FUND?

The Fund provides assistance to employers of people with disability and mental health condition by providing financial assistance to purchase a range of work related modifications and services. Assistance is available for people who are about to start a job or who are currently working, as well as those who require assistance to find and prepare for work.

The Employment Assistance Fund helps people with disability and mental health condition by providing financial assistance to purchase a range of work related modifications and services for people who are about to start a job or who are currently working, as well as those who require assistance to find and prepare for work.

The Fund may reimburse the cost of work related modifications and services including, but not limited to:

- the cost of modifications to the physical work environment · modifications to work vehicles adaptive equipment for the workplace
- information and communication devices
- Auslan interpreting
- specialist services for employees with specific learning disorders and mental health conditions
- disability awareness training
- Deafness awareness training
- mental health first aid training

JOBACCESS ADVISERS

Work Focus Australia has provided the Job Access telephone and online advice service since 2006. The Job Access team include qualified allied health professionals and trained customer service advisers.

Work Focus Australia has more than 20 years' experience in delivering employment programs to participants with disability, injury or health conditions. It promotes the business case for employing people with disability and assists employers to identify and manage complex barriers to sustainable employment faced by people with disability.

Since 2006, the Job Access team has:

- responded to over 100,000 enquiries about employment of people with disability
- processed over 10,000 applications relating to Workplace Modifications and Auslan funding.

WHO ARE JOB ADVISERS?

Job Access Advisers are a team of friendly and dedicated professionals who provide free, confidential and expert advice on the employment of people with disability.

The team is made up of customer service advisers along with professional advisers with background qualifications including occupational therapy, physiotherapy, psychology and exercise physiology.

WHO CAN USE JOBACCESS?

Job Access is a free service for all Australians:

- employers and managers
- job seekers and workers with disability
- co-workers, family members or careers of people with disability
- Australian Government employment service providers and private recruitment firms.

WORK BASED PERSONAL ASSISTANCE

If a job seeker or employee with disability is receiving support from a Disability Employment Services Program Provider, and they require assistance at work to eat a meal, use the toilet or take medication, they may be eligible for support through Work Based Personal Assistance.

Financial help is available to Disability Employment Services Program Providers to reimburse costs for job seekers with disability who, due to their physical or neurological disability or medical condition, require regular assistance at work from either:

- specially trained personnel, either employed by the Disability Employment Services Program Provider or from another agency, who provide personal assistance with feeding by mouth or tube or personal hygiene, such as care of catheter
- A Registered Nurse to administer medical interventions.

The financial help assists with covering the cost of providing or purchasing this specialized support for job seekers who need such assistance in the workplace and can be accessed as soon as the job seeker commences employment and for as long as the job seeker is employed and are receiving this personal assistance.

Financial help for these costs is claimed by the Disability Employment Services Program Provider. For more information, please call job access on 1800 464 800 or go to:

www.jobaccess.gov.au.

FUNDING GRANTS FOR NOT FOR PROFIT ORGANISATIONS WHO WISH TO INCLUDE PEOPLE WITH DISABILITIES IN THEIR VOLUNTEERING PROGRAM

Not for profit organizations who wish to include people with disabilities in their volunteering programs, may be eligible for the following grants to assist them in creating a more inclusive environment for volunteers with disabilities. The sources of these grants include:

- **AUSTRALIAN GOVERNMENT-DEPARTMENT OF SOCIAL SERVICES- VOLUNTEER MANAGEMENT:** Volunteer Management Grants support the ongoing delivery of Volunteer Support Services and one-off Volunteer Innovation and Collaboration Projects. The aim of Volunteer Support Services is to provide information, tools, training, resources and tailored support to individual volunteers and volunteer

managers. Services include individual referral, placement and support services to people experiencing disadvantage. There are also innovation and collaboration projects and activities that respond to issues of national significance and seek to increase participation and the diversity of people who volunteer across Australia. For further information, go to: www.dss.gov.au/grants/volunteer-management

- **BRISBANE CITY COUNCIL-ACCESS AND INCLUSION COMMUNITY PARTNERSHIP PROGRAM:** This grant provides funds to community organizations, groups and networks for projects or services that improve access and inclusion in Brisbane, particularly supporting people with a disability. Grants can be from \$2000 to \$50,000. For more information, go to: www.brisbane.qld.gov/community/grants-awards/summarycouncil-grant-programs.
- **OURCOMMUNITY.COM** - (<http://www.ourcommunity.com.au>) OurCommunity.com is a not for profit organization that provides extensive information for community groups and organizations, including a broad range of funding opportunities.
- **QUEENSLAND COMMUNITY FOUNDATION** - (<http://www.qcf.org.au>) The Queensland Community Foundation is a public charitable trust set up to serve the state's communities by providing a permanent funding source for charity.
- **THE GAMBLING COMMUNITY BENEFIT FUND:** The Gambling Community Benefit Fund is Queensland's largest one-off grants program, distributing approximately \$52 million per year. Applications are processed and assessed by the Community Benefit Funds Unit (CBFU) and are considered by the Gambling Community Benefit Committee on a quarterly basis. Applications can be submitted for funding between a minimum of \$500 (including GST) and a maximum of \$35,000 (including GST). For further information, go to: <http://www.justice.qld.gov.au/grants>
- **THE IAN POTTER FOUNDATION:** The Ian Potter Foundation is based in Melbourne and gives grants to organizations nationally. Grants are made through nine program areas which include: arts, the environment, science, medical research, education and community well-being, as well as the importance of investing in Australia's intellectual capital. Through its grants the Foundation seeks to encourage excellence and support Australia's talent: the visionaries, social entrepreneurs, scientists, academics and researchers, artists and teachers, and those who dedicate themselves to bettering our communities for the benefit of all. For more information, go to: <http://www.ianpotter.org.au>

THE FUNDING CENTRE

The Funding Centre is a great place, if you're seeking general information about grants. They have a website that has information about the different types of grants, funding sources, general tips about making grant applications, tools to help plan your grant application and the grant seeking process.

The Funding Centre has a regular newsletter in anyone can subscribe. This newsletter provides a menu of fundraising news, tips and tools, plus a comprehensive list of every grant that fit your organization's profile and grant search preferences, for more information go to: www.fundingcentre.com.au .

TIPS FOR WRITING GRANT APPLICATIONS

1.DECIDE EXACTLY WHAT YOU WANT TO DO OR THE KIND OF GRANT YOU NEED - Before you even start to look for funding, make sure that you are clear in your own mind what type of project you want to do, what kind of grant you require and why you want it. Answering these questions for yourself will help you heaps with everything else involved in this process.

2. IDENTIFY SOURCES OF FUNDING - Community websites, newspapers and newsletters of various community organizations also publish information about grants from time to time. Pay attention to those publications in your sphere of interest for any suitable opportunities that may arise.

Keep an ear out on social media networks too - especially Twitter. Heaps of community organizations are on Twitter, and often tweet the programs that they and other organizations are running.

3.ADDRESS THE GUIDELINES - Just as you would target a resume and cover letter for each job you apply for, you also need to tailor each grant application to that particular organization.

Get a copy of the grant guidelines and application forms in advance of the submission deadline and read them carefully. It'd be frustrating to get halfway through your application and then discover that your project doesn't really fit the guidelines or you that do not have the proper information required to complete the application.

Allow plenty of time to complete all the application requirements to meet the submission deadline.

Make sure your submission directly addresses program guidelines.

Some grants aren't open to the general public and only accept applications from organizations, not individuals or groups of individuals. That doesn't mean you can't still apply - you might just have to find an auspice organization to help you with the application.

4.BUILD ALLIES - Inform your local Council, Area Consultative Committee or your Department of Communities office, to let them know about your project.

5.PRESENT YOUR SUBMISSION WELL - When writing your submission and organizing all the data you need to collect, make sure you:

- Are clear about what you want to achieve
- Use clear language and avoid jargon
- Present only relevant supporting material (e.g. graphs, tables, graphics) and make sure it's presented clearly
- Make sure the full criteria has been addressed
- Structure your submission so that it is easy to follow (include a table of contents, index, appendix, etc.)
- Get someone to proofread the submission to make sure there are no pesky typos in there
- Assess your application against the criteria
- Put deadlines in your calendar and allow enough time to prepare the application, before the deadline!
- Keep a full copy of your submission for your own records

6.FOLLOW UP YOUR SUBMISSION - After you submit your application, it's a good idea to call the organization to make sure your submission was received OK and that it was all in good order.

It also helps to try and drum up support for your project through other agencies, your local community or your local Members of Parliament. Keep a record of all discussions and contacts with the funding bodies and if you make any promises to do things, make sure you confirm those promises in writing (and then do them, of course!).

7.TAKE A DEEP BREATH - Well done! You've done all the hard work, got the application in, and now it's time to relax. The decision is now in the hands of the funding body.

Good luck!

THINGS TO KEEP IN MIND

- It is better to have a project that will assist a collective group of volunteers, rather than an individual volunteer. This is not to say that a grant cannot be written to assist with the purchasing of equipment for an individual volunteer- just that it is more difficult, and you might have to dig a bit deeper to find suitable grants.
- If you are doing a grant submission to purchase some specialised equipment for an individual volunteer, it's might be worth considering how long the volunteer will be with your organisation- maybe discussing this with the volunteer themselves, and whether this item would be useful to other volunteers with disabilities.
- If you are doing a grant submission to assist with the costs of making your premises more accessible, make the point that this accessibility will not only help volunteers with disabilities, but also potential employees, customers and clients.
- Do your research thoroughly, if you need to seek advice from a specialist such as allied health professionals or a disability consultant -do so! Don't be scared of asking questions-even if you think they are silly questions. It is important to include clear and concise information in your submission.
- If you are doing a grant submission to get funding for disability awareness training, there's more chance of the grant being successful, if the training is done externally, preferably by qualified trainers in such training.
- Unfortunately, unlike paid employees with disabilities, there is no work based personal assistance scheme. The provision of personalised assistance i.e. assistance at meal times, using bathroom amenities or taking medication, is the responsibility of the volunteer themselves and/or their personal support network.
- You might want to include the benefits of having volunteers with disabilities in the workplace, in your submission.

QUICK TIPS: · Sometimes when it comes to funding, it is useful to “think outside the square”

- Thoroughly research potential sources of funding. The Funding Centre is a good place to start.
- Know what you want to ask for
- Job advisers from Jobaccess are another useful source of information
- Try to source both government and community grants
- If you're unsuccessful in a submission, try to get feedback-what could be improved??

PART 5 - *ADDITIONAL RESOURCES*

THIS SECTION PROVIDES ADDITIONAL RESOURCES ON:

- **CREATING AN INCLUSIVE WORKPLACE**
- **WORKPLACE ASSESSMENTS**
- **ACCOMMODATION PROCESSES**
- **REASONABLE ADJUSTMENTS**
- **DISABILITY DISCRIMINATION**
- **WORKPLACE EMERGENCY PLANNING FOR PEOPLE WITH DISABILITIES**
- **ACCESSIBILITY**
- **DISABILITY AWARENESS TRAINING**
- **DISABILITY ACTION PLANS**
- **DISABILITY CONSULTANTS**
- **GENERAL RESOURCES**

“Once we accept our limits, we go beyond them.” - Anonymous

The following section provides links to organisations and resources that can assist employers/supervisors to create more accessible and inclusive work environments for workers with disabilities.

CREATING AN INCLUSIVE WORKPLACE

The following links and resources provide information on how to create a more inclusive workplace:

www.communitylivingontario.ca Community Living Ontario (CLO) supports people with intellectual disabilities to live, learn and work in the community. CLO also has numerous of resources for employers/supervisors of workers with disabilities. Although this is a Canadian organisation, many of their publications will still be useful to employers/supervisors who have employees or volunteers within their workplace in Australia.

WHAT IS AN INCLUSIVE CULTURE -

http://bbi.syr.edu/projects/Demand_Side_Models/docs/a_inclusive_cultu_re.htm

This Burton Blatt Institute brief describes a disability inclusive culture, including key elements such as universal design, recruitment, training, advancement opportunities, workplace accommodations and accessibility.

CREATING AN INCLUSIVE CULTURE FOR DISABLED INDIVIDUALS -

<http://diversity-executive.com/articles/view/119> -This article featured in Diversity Executive, provides information on ways to create a more inclusive workplace for workers with disabilities.

INCLUSIVE POLICIES AND PRACTICES: WHAT DO WE KNOW?

http://bbi.syr.edu/projects/Demand_Side_Models/docs/b_inclusive_polic_ies.htm The Burton Blatt Institute guide offers advice on inclusive policies and practices. The authors provide information on the role of management and diversity behaviours, peer support and affinity groups, recruitment and hiring, and accommodation policies and practices.

INCLUSIVE VOLUNTEERING -

www.yacvic.org.au Inclusive volunteering is a brochure that provides information on how organisations can be more inclusive of volunteers with disabilities.

WORKING WITH PEOPLE WHO HAVE A DISABILITY

www.volunteer.vic.gov.au This article provides information on the various aspects of volunteering for people with disabilities, including recruiting, interviewing, induction and training, support, supervision and encouraging diversity.

INCLUDE ME - CREATING VOLUNTEER OPPORTUNITIES FOR PEOPLE WITH A

DISABILITY- www.inclusionmelbourne.org.au This resource is a booklet that provides information on inclusive volunteering for people with disability, it explains how

volunteering can play a role in creating an inclusive community for people with disabilities and how volunteers with disabilities can be supported in the workplace.

WORKPLACE ASSESSMENTS

The following websites provide information about workplace assessments for workers with disabilities:

JOBACCESS

www.jobaccess.gov.au Job access is an Australian Government Initiative that provide information and assistance to employers who employ people with disabilities. Although this website us primarily for employers with employees with disabilities, organisations who have volunteers with disabilities, may find this site useful as well

REHABMANAGEMENT

www.rehabmanagement.com.au Rehab Management is a National Accredited Workplace Rehabilitation Provider specialising in providing a range of occupational rehabilitation and return-to-work, injury management, ergonomics and psychological services.

ACCOMMODATION PROCESSES

The following links and resources provide information on accommodation processes in the workplace for workers with disabilities. Although some of these websites are Canadian, they can be adapted for the Australia climate.

ACCESS CHECKLIST -

http://dawn.thot.net_access_checklist_full.html This checklist was compiled by the Disability Women's Network Ontario, and provides guidelines to ensure that all workplaces are physically accessible for workers with disabilities.

BEST PRACTICES IN THE HOME BASED EMPLOYMENT OF PEOPLE WITH DISABILITES

<http://disabilitystudies.ca/wp-content/uploads/2010/08/teleworkbpcr.htm> This is an online handbook, prepared by the Canadian Centre for Disability Studies in 2002, that provides guidelines for employers/supervisors on how to plan, implement and maintain successful telework arrangements. **BUSINESS TAKES ACTION (BTA)**

www.businessstakesaction.ca This is a Canadian Manufacturers and Exporters Initiative. It aims to provide tools and resources to remove physical and attitudinal barriers associated with the recruitment of people with disabilities.

GLOBAL ALLIANCE ON ACCESSIBLE TECHNOLOGIES AND ENVIRONMENTS (GAATES)

www.gaates.org/index.shtml GAATES is an international not for profit organisation that promotes the accessibility of electronic and communication technologies, and of the built environment.

JOB ACCOMMODATION NETWORK

<http://askjan.org> The Job Accommodation Network is a leading U.S. source of guidance on workplace accommodations and disability employment issues.

JOBACCESS -

www.jobaccess.gov.au Job access is an Australian Government Initiative that provide information and assistance to employers who employ people with disabilities. Although this website us primarily for employers with employees with disabilities, organisations who have volunteers with disabilities, may find this site useful as well.

THE JOB ACCOMMODATION PROCESS: STEPS TO COLLABORATIVE SOLUTION -

<http://www.dol.gov/odep/pubs/misc/job.htm> This resource outlines successful procedural resources.

REASONABLE ADJUSTMENTS

www.jobaccess.gov.au Job access is an Australian Government Initiative that provide information and assistance to employers who employ people with disabilities. Although this website us primarily for employers with employees with disabilities, organisations who have volunteers with disabilities, may find this site useful as well.

GOALS AND TOOLS FOR MODIFIED WORK

www.irsst.qc.ca/media/documents/PubIRSST/OMRT.En.pdf This publication has been developed by the Montreal Department Of Public Health in 2005. It describes an approach to planning and setting up a modified work program for workers with certain musculoskeletal disorders.

DISABILITY DISCRIMINATION

ANTI-DISCRIMINATION COMMISSION QUEENSLAND -

www.adcq.qld.gov.au The Anti-Discrimination Commission Queensland is an independent statutory body established under the Queensland ANTIDISCRIMINATION ACT 1991 (The Act). The Commission's services include:

- Resolving complaints received under the Act
- Delivering training to business, government and the community; and
- Promoting public discussion on human rights

THE AUSTRALIAN HUMAN RIGHTS COMMISSION

www.humanrights.gov.au The Australian Human Rights Commission has published a guide on the Disability Discrimination Act. For more information go to:

www.humanrights.gov.au/dda-guide-earning-living

WORKPLACE EMERGENCY PLANNING FOR PEOPLE WITH DISABILITIES

PROVIDING EMERGENCY RESPONSE INFORMATION FOR EMPLOYEES WITH DISABILITIES-

www.mcsc.gov.on.ca/cn/mcsc/publications/accessON/emergencyresponse/need_to_do.aspx

WORKPLACE EMERGENCY PLANNING FOR WORKERS WITH DISABILITIES: A HANDBOOK FOR EMPLOYERS AND WORKERS- www.bccpd.bc.ca

ACCESSIBILITY

COHEN HIGHLEY LLP'S COMMITMENT ON ACCESSIBILITY -

www.cohenhighley.com/the-firm/commitment-to-accessibility

WORKPLACE ACCESSIBILITY

http://askearn.org/refdesk/Inclusive_Workplaces/Work_Accessibility MAKING YOUR WORKPLACE ACCESSIBLE

http://www.mcsc.gov.on.ca/en/mcsc/programs/accessibility/understanding_accessibility

DISABILITY AWARENESS AND TRAINING

DISCOVERING DISABILITY AND DIVERSITY- SHARON BOYCE- boyces@usq.edu.au

This Disability Awareness Training runs across schools, universities, caring organisations, medical schools, government agencies and any other workplace.

DISABILITY ETIQUETTE - http://askearn.org.refdesk/Inclusive_Workplaces/Etiquette

EFFECTIVE INTERACTION: COMMUNICATING WITH AND ABOUT PEOPLE WITH DISABILITIES IN THE WORKPLACE- This resource provides information on disability etiquette, preferred language, and tips on communicating effectively with people with disabilities in the workplace.

<http://www.dol.gov/odep/pubs/fact/effectiveinteraction.htm>

TIPS ON INTERACTING WITH PEOPLE WITH DISABILITIES This resource provides information on specific types of disabilities, disability etiquette, preferred language and tips on communicating effectively with people with disability in the workplace.

<http://www.unitedspinal.org/disability-etiquette/>

THE TEN COMMANDMENTS OF COMMUNICATING WITH PEOPLE WITH DISABILITIES – This Diversity World Guide combines humour and concrete information to assist employers in helping their organisation to become “disability- friendly” by improving communication among staff and by providing tips on how to overcome awkwardness related to the “disability-factor”.

JOBACCESS -

www.jobaccess.gov.au Job access is an Australian Government Initiative that provide information and assistance to employers who employ people with disabilities. Although this website us primarily for employers with employees with disabilities, organisations who have volunteers with disabilities, may find this site useful as well.

DISABILITY ACTION PLANS

JOBACCESS

www.jobaccess.gov.au Job access is an Australian Government Initiative that provide information and assistance to employers who employ people with disabilities. Although this website us primarily for employers with employees with disabilities, organisations who have volunteers with disabilities, may find this site useful as well.

AUSTRALIAN HUMAN RIGHTS COMMISSION -

www.hreoc.gov.au The Australian Human Rights Commission has further information on developing Disability Action Plans.

THE AUSTRALIAN NETWORK ON DISABILITY

www.and.org.au The Australian Network on Disability offers advice to employers on a range of issues including developing a Disability Action Plan.

AUSTRALIAN DISABILITY ENTERPRISES-

www.australiandisabilityenterprises.com.au Australian Disability Enterprises contains details of quality products and services to assist your procurement choices.

DEPARTMENT OF FAMILIES, HOUSING, COMMUNITY SERVICES AND INDIGENOUS AFFAIRS- www.ag.gov.au/cca The Department of Families, Housing, Community Services and Indigenous has published the Disability Action Plan-Framework for Business.

DISABILITY CONSULTANTS

The following section provides information on Disability Consultants based in Queensland and Victoria. These Disability Consultants provide advice on accessibility in the workplace, Equal Employment Opportunity and Anti-Discrimination Legislation and Disability Awareness Training.

DISABILITY ACCESS CONSULTANTS

Level 19, 127 Creek Street,
Brisbane, Queensland, 4000\

Ph: 07 3017 2222

E-Mail: hendry@hendry.com.au

EQUAL ACCESS PTY LTD

Suite 15, 17-19 Miles Street
Mulgrave, Victoria, 3170

Ph: 1300 994 890 (Toll free)

INSTITUTE OF ACCESS TRAINING AUSTRALIA

P.O. Box 255

North Melbourne 3051

Victoria, Melbourne

Ph: 03 9392 8028

E-Mail: info@accessinstitute.com.au

(The Institute of Access Training Australia, also does Disability Awareness Training)

GENERAL RESOURCES

Volunteering Queensland Resource Central -
www.volunteeringqld.org.au/resourcecentral

Volunteering Australia- www.volunteeringaustralia.org

Volunteering as Social Inclusion (Volunteering Queensland)

www.volunteeringqld.org.au/web/documents/volunteering%20as%20Social%20Inclusion.pdf

Working with Diverse Groups (Volunteering Queensland)

www.volunteeringqld.org.au/web/documents/Working%20with%20Diverse%20Groups.pdf

Risk Management and Volunteers:

www.communities.gov.au/communityservices/volunteering/volunteermanagers/managing-risk

WORKPLACE MODIFICATIONS

LIFETEC-www.lifetec.org.au Lifetec displays specialised equipment to assist people with disabilities in the workplace, in their showroom. They also have information on where specialised equipment can be purchased, as well as information on workplace modifications.

INDEPENDENCE AUSTRALIA- www.independenceaustralia.com Independence Australia is a not for profit organisation supporting people with a disability to regain, retain and extend their independence.

QUICK TIPS:

- Know exactly what kind of information you want
- Know how you will use this information
- Rely on more than one source of information i.e. internet, books, Government agencies, etc.

APPENDIX A – TOOLS AND TEMPLATES

ACCESSIBILITY CHECKLIST

Employer/Supervisor Self-Assessment

Attraction and recruitment PROCESSES

This checklist will help to review your organisation's internal employment/volunteer processes - to see where you're at in terms of disability confidence and competence.

It is not mandatory to have everything listed in place, this checklist simply provides guidance on the range of policies and practices that can help underpin and sustain your company's commitment to employing people with disability in the long term.

Employer/Volunteer name:

Date of assessment:

Are you aware of the number of people with disability employed in your organisation? If so, please indicate here.

Number of people with disability:

Policies & Programs

1. Does your company have general / specific policies / strategic plans that include or focus on people with disability?

Yes	No	Unsure	Tell me more
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2. If yes, which policies are in place:

Equal Employment Opportunity (EEO)	Diversity
Accessibility Action Plan	Disclosure
Occupational Health and Safety	Reasonable Adjustment / flexible work arrangements
Return to work policy	Other

3. Does your company have internal programs that include or focus on people with disability?

Yes	No	Unsure	Tell me more
------------	-----------	---------------	---------------------

4. If yes, which programs are in place:

Disability employee networks	Executive disability champions
Disability mentoring	Disability awareness training programs
Other	

FUNCTIONAL CAPACITY ASSESSMENT FORM

Employee's name:

Date of Assessment:

PART A-PHYSICAL FUNCTIONAL CAPACITY ASSESSMENT		
TASK	POSSIBLE DIFFICULTIES FOR WORKER	ADAPTATIONS/ STRATEGIES
Sitting	The worker experiences back pain if seated for too long or has poor posture due to disability or injury	Special chairs/seats can be purchased that suit the needs of the individual worker. Existing chairs may be modified by special backrests/cushions.
Standing	The worker tires very easily from standing, has poor balance, or gets sore feet	Worker is allowed to take regular breaks from standing and/or has something to lean on. Is standing an inherent part of the job, or could the job be carried out just as effectively sitting down?
Lifting floor to waist	Worker experiences bad back/shoulder pain when lifting, unable to grip heavy objects	Give worker additional training on manual handling Redesign worker's job Change layout of workspace/workstation Assess how the worker's work is organised-eg: duration of shifts, availability of equipment, staffing levels, etc.

Lifting waist to shoulder	Worker experiences bad back/shoulder pain when lifting, unable to grip heavy objects	Give worker additional training on manual handling Redesign worker's job Change layout of workspace/workstation
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		Assess how the worker's work is organised-e.g.: duration of shifts, availability of equipment, staffing levels, etc.
Climbing stairs	Has difficulty walking up/down stairs	Insert handrails, ramp or lift Relocate worker's workspace
Travelling to and from work on public transport	Worker has never travel on public transport Public transport timetables are too inflexible Public transport is inaccessible	Worker does some travel training, where someone takes them through the process e.g. buying a ticket, getting on and off bus/train, etc, until they have built up their independence in this task. Flexible working hours, work from home, mobility allowance to allow person to get to and from work by cab. Maybe a co-worker can assist the person to and work. Work from home Mobility allowance Assistance from co-worker.

Repetitive movement	Worker gets repeated pain from repetitive movements	Regular breaks/flexible work schedules Allow the opportunity to job share Allow part-time schedules Avoid scheduling more challenging tasks at the end of the working day, when the worker is likely to make more mistakes due to tiredness
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Environmental exposuree.g. heat, cold, noise or scents	Worker has some kind of sensitivity to environment	Move worker to environment that is less noisy, where the climate can be controlled/more suitable to their needs and/or there is no need for scents Maybe worker could work from home or at another location.
Gripping	Worker has difficulty gripping objects	Purchase of specialise gripper from an independent living outlet. Look at redesigning job.
Limited ability to push/pull	Worker is limited in push/pulling objects	Risk assessment Job redesign Job sharing Specially adapted equipment to assist workers to push/pull objects

Function in left hand/arm	Worker has limited function in left hand/arm	Specially adapted equipment is available for workers that can only use one hand/arm.
Function in right hand/arm	Worker has limited function in right hand/arm	Specially adapted equipment is available for workers that can only use one hand/arm.
VISUAL/COMMUNICATIVE		
TASK	POSSIBLE DIFFICULTIES FOR WORKERS	HOW CAN THE WORKPLACE BE ADAPTED
Acuity (depth, colour or field)	Difficulty focusing on objects Blurred vision Loss of central vision Colours looking faded Headaches	Screen reading software Modified computer screen Braille equipment
'Hearing	Worker has hearing impairment	Use of an interpreter Telephone typewriter
Speaking	Workers may have no speech or impaired speech	Voice synthesiser Allowing the worker to spell things out Picture board Interpreter

PART B-MENTAL FUNCTIONAL CAPACITY ASSESSMENT		
TASK	POSSIBLE DIFFICULTIES FOR WORKERS	HOW CAN THE WORKPLACE BE ADAPTED
Ability to remember work procedures and locations	Worker has problems with their short-term memory	Provide written as well as verbal instructions Provide written checklists Allow additional training time Allow worker to record meetings Put verbal instructions into smaller, manageable chunks of information Provide written notes of each meeting.

Ability to understand and remember very short and simple instructions.	Worker has difficulty with concepts and short-term memory	Present information in alternative formats Use colour coding if possible Present information in some written form, as well as verbally. Try to not vary routine
Ability to understand and remember detailed instructions	Worker has difficulty with remembering very detailed instructions	Provide instructions in written/picture format Provide notebooks, calendars or sticky notes for easy retrieval of information. Provide additional training

SUSTAINED CONCENTRATION AN PERSISTENCE

TASK	POSSIBLE DIFFICULTIES FOR WORKERS	HOW CAN THE WORKPLACE BE ADAPTED
Ability to maintain attention and concentration for extended periods	Worker has short attention span or tires easily	Break tasks down into smaller segments Regular breaks
Ability to complete tasks within a certain timeframe, maintain regular attendance and be punctual within customary tolerances	Worker has poor organisational skills/time management Worker easily distracted	Encourage the worker to daily to do lists and tick off items as they are completed Provide a calendar to mark meetings and deadlines. Remind worker of important deadlines via email, memos, or weekly supervision. Provide electronic organisers

		Assign a mentor to provide daily guidance
Ability to work within coordination with others or proximity to other without being distracted by them	Worker is easily distracted by others	Reduce distractions in work area Try to limit noise and sounds

<p>The ability to sustain an ordinary routine without supervision</p>	<p>Problems with time management no problem-solving skills poor decision-making skills easily distracted</p>	<p>Restructure the job to include only essential tasks divide large assignments into smaller tasks and steps Provide picture diagrams of problem solving techniques e.g.: flow charts Provide written job instructions</p>
<p>Ability to make simple work decisions</p>	<p>Poor decision making</p>	<p>Restructure the job to include only essential tasks divide large assignments into smaller tasks and steps Provide picture diagrams of problem solving techniques e.g.: flow charts</p>
<p>Ability to complete normal workday without interruptions from psychologically based symptoms and perform at a consistent pace without an unreasonable number and length of rest periods</p>	<p>The worker is experiencing symptoms such as delusions, hallucinations, incoherent thought and speech patterns, anxiety, the person is violent and is displaying bizarre behaviour</p>	<p>Job redesign</p> <p>Flexible work arrangements</p> <p>Modifying the workspace to keep noise at a minimum</p> <p>Additional levels of supports such as a buddy or mentor</p> <p>If appropriate carefully and respectfully discuss the illness with the worker</p> <p>obtain advice and assistance from external support services (without</p>

		disclosing personal information) talk with allied professionals, such as GPs and other treating practitioners (with the approval of the worker)
SOCIAL INTERACTION		
Ability to interact appropriately with the general public	Worker has poor social skills	Social skills training Additional training on how to relate to clients/customers and the general public
Ability to ask simple questions or request assistance	Worker has poor social skills or no confidence	Encourage the worker to ask questions Provide feedback to worker Provide worker with a mentor
Ability to accept instructions or appropriately respond to criticism from supervisors	No confidence or is over confident, no social skills, psychologically unwell	Social skills training Written clear expectations and responsibilities
The ability to get along with co-workers with exhibiting extreme behaviours	The worker is distressed and is being bullied and harassed by co-worker. The worker is concerned about co-worker.	Educate everyone on the importance of respect in the workplace Seek professional advice- especially if these behaviours are a part of the worker's disability. Counselling and support from supervisor

Ability to maintain appropriate behaviour to adhere to standards of cleanliness	Workers have not been taught personal hygiene or social skills	Provide training on hygiene in the workplace Establish policies on workplace hygiene, including infection control procedures
ADAPTATIONS		
Ability to respond appropriately to changes at work	Workers does not respond well to change	Acknowledge that the worker may have difficulty with change Ensure the lines of communication remain open-explain why these changes are occurring
Ability to be aware of normal hazards and take appropriate precautions	Workers may take a bit longer to become aware of normal hazards	Present information in picture format, as well as written format Additional Training Provide worker with a mentor
Ability to make realistic goals or make plans independently	Worker has unrealistic expectations Worker can nor make decisions	Assist worker to establish short-term and long-term goals. Go through decision making processes with worker.

STAFF AND VOLUNTEER SELF-ASSESSMENT FOR EMERGENCY EVACUATION

Will you need assistance in an emergency evacuation?

Yes **No**

Do you experience any of the following conditions that could interfere with your ability to quickly evacuate a building?

Yes **No**

Do you have limitations that interfere with walking or using stairs, such as joint pain or mobility device user - wheelchair, canes, crutches, walker?

Yes **No**

Do you have reduced stamina, fatigue or tire easily (due to a variety of temporary or permanent conditions not limited to those on this list) Respiratory (heart conditions, asthma, emphysema or other symptoms triggered by stress, exertion, or exposure to small amounts of dust or smoke, etc.)?

Yes **No**

Do you have emotional, cognitive, thinking, or learning difficulties (may become confused when dealing with unfamiliar and unusual activity during an emergency, may lose sense of direction, or may need emergency directions explained in simple steps or basic concepts)?

Yes **No**

Do you have Vision loss (may require assistance in learning the emergency evacuation routes or assistance in moving downstairs)?

Yes **No**

Do you have a Hearing Loss (may require modification to the standard way emergency announcements, notifications and instructions are provided)?

Yes **No**

Do you have Temporary limitations resulting from, but not limited to surgery, accidents and injuries (sprains, broken bones), pregnancy?

Yes **No**

Do you rely on technology or medication that may not work in an emergency (hearing aids, wheelchair, elevator, lighting, sounds)?

Yes **No**

Other:

JOB TASK ANALYSIS FORM

During a job task analysis, the following three steps must be carried out for every position of interest.

STEP 1. IDENTIFY AND EVALUATE TASKS

a. Develop a comprehensive list of tasks that define the job:

- Include the list of duties and responsibilities from the job description, add any new tasks that could be considered.
- Delete any tasks that are no longer part of the job.

b. List the tasks in the table below.

c. Have the work team discuss each task and come to a consensus about the importance and frequency of the task.

d. When all values have been assigned, have the work team consider deleting tasks that receive low scores of importance.

NUM	TASK DESCRIPTION	IMPORTANCE	FREQUENCY
1			
2			
3			
4			
5			
6			
7			

***IMPORTANCE SCALE**

How important is the task to the

- 0=Not performed
- 1=Not important
- 2=somewhat important
- 3=important

***FREQUENCY SCALE**

How often is the task performed? Job?

- 0=Not performed
- 1=every few months to yearly
- 2=every few weeks to monthly
- 3=every few days to weekly

4=very important
5=extremely important

4=every few hours to daily
5=hourly to many times each hour

STEP 2. IDENTIFY AND EVALUATE COMPETENCIES

A competency is a measurable pattern of knowledge, skills, abilities, behaviours, and other characteristics that an individual need in order to perform his work roles or occupational functions successfully.

- a. Identify the competencies directly related to performance on the job.
- b. List the competencies in the table below
- c. Have the work team discuss, as a group, each competency. Have they come to a consensus about the importance of the competency and when it is needed for effective job performance?
- d. When all the values have been assigned, have the work team consider deleting competencies that receive low scores for importance.

JOB ANALYSIS WORKSHEET FOR COMPETENCIES

Competency	Importance*	Need of entry**
1.		
2.		
3.		
4.		
5.		
6.		

***IMPORTANCE SCALE**

How important is the task to the job?

- 1=Not important
- 2=Somewhat important
- 3=Important
- 4=Very important
- 5.Extremely important

***NEED AT ENTRY SCALE**

What is the competency for Effective job performance?

- 1=Prior to qualification
- 2=The first day
- 3=Within the first three months
- 4=Within four to six months
- 5=After the first six months

STEP 3. EVALUATE THE LINKS BETWEEN TASKS AND COMPETENCIES

This step demonstrates that there is a clear relationship between the performed on the job and the competencies required to perform them.

- a. Evaluate each competency for its importance in the effect performance of each task.
- b. When finished, verify that each competency is important to the performance of at least one task.

JOB ANALYSIS WORKSHEET LINKING TASKS AND COMPETENCIES

Task Number	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						

Linkage scale

How important is the competency for effective task performance?

- = Not important
- = somewhat important
- = Important
- = Very important
- = Extremely important
- n/a = Not applicable

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