



BARRIER - FREE RECRUITMENT @ ANU

A GUIDE FOR MANAGERS

The University is committed to best practice in the recruitment and selection of staff. This means accommodating the needs of all candidates and ensuring a barrier - free recruitment process.

It is therefore crucial to understand the purpose of the recruitment process, and that is to find out whether an applicant has the skills to perform the 'inherent requirements' of the job and provide them with a fair opportunity to demonstrate that they are the best person for the job.

When a candidate with a disability applies for a role, the purpose and outcome for placing them through the recruitment process is the same. However, it may be necessary to provide additional information and be prepared to conduct the interview in a different setting or format. You may also need to have a think of extra information you will need to obtain during the interview and how you will go about getting this.

The following information will help guide you through this process and equip you with the necessary knowledge to feel confident in interviewing a candidate with a disability and ensuring they are treated with the same fairness as all other candidates.

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PUTTING TOGETHER THE POSITION DESCRIPTION

The development of clear and concise position descriptions is a fundamental first step in ensuring an effective and inclusive recruitment strategy is in place that will attract a diverse pool of candidates. To do this requires a good understanding of the inherent requirements of the job.

Inherent job requirements are the essential outcomes that must be achieved as part of a job. They are the tasks or skills that are a major part of the job; cannot be allocated elsewhere or done a different way, and have significant consequences if not performed. The inherent requirements of any position need to be determined with regard to the circumstances of each job.

It is important to remember that, in some cases, the activities, conditions and practices may not be inherent to the position if there are different ways of achieving the same outcome. You may need to explore these options before determining whether or not reasonable adjustments can be made that will accommodate an applicant (or staff member) with a disability.

A candidate with disability may well be able to demonstrate they can do the work if reasonable adjustments are made. For example, could a person with vision impairment perform a clerical job with voice-activated computer software? Most people with disability do not need any adjustments at all.

Examples of inherent requirements are provided below

Inherent requirement	NOT an inherent requirement
The ability to produce professional standard reports within a set timeframe	Ability to type 50 words per minute. <i>This is not an inherent requirement because a person with a dexterity impairment could use speech recognition software to produce reports without a keyboard.</i>
Ability to move large pieces of equipment	Heavy lifting. <i>This is not an inherent requirement because adaptive equipment could be used to move heavy objects without lifting them</i>
Ability to communicate effectively with customers	Good telephone speaking manner. <i>This is not an inherent requirement because a person who is deaf could utilise email, instant messaging or TTY to communicate effectively with customers</i>

The DDA states that in some circumstances it is not unlawful for an employer to refuse employment to a person who is unable to perform the inherent requirements of a position. This would usually occur in situations where:

- No appropriate or effective adjustments can be made; or
- Where it is not reasonably practicable to amend the inherent requirements of the position.

Consider what tasks and skills are really 'inherent requirements' of the job, as well as any barriers involved in doing the job and how these might be overcome. It is important to concentrate on the outcomes required rather than how the tasks should be completed.

Once you have considered what tasks and skills are really 'inherent requirements' of the job, as well as any barriers involved in doing the job and how these might be overcome, developing key transparent selection criteria will be a lot easier. When doing this, always ask to yourself:

- Do they relate to the skills and abilities needed to do the job?;
- Are they described in inclusive and non-discriminatory language?; and
- Do they relate to the inherent requirements of the job?

If unsure, it is important to seek advice from your local HR Practitioner to clarify the inherent requirements of a particular position and ensure that the position description and key selection criteria do not discriminate unlawfully against people with disabilities.



ADVERTISING THE POSITION

Attracting a diverse pool of candidates requires advertising and search strategies that are effective in communicating information to different groups and people in different locations and communities.

The Job Ad

Job ads provide a vehicle for both positive messages about the way in which the ANU employs people with disability but can also, if not structured carefully, operate to exclude people with disability from applying. The major issue to be cautious about in this regard is the possibility of discrimination by listing unrealistic or unfair requirements for applicants.

Ensuring that information is available in appropriate formats, such as large print or electronic format to applicants with disabilities is an important part of an inclusive recruitment process and serves to demonstrate the University's commitment to an open and fair process.

Care should be taken to ensure that the documentation does not deter suitable applicants from applying. Clear, simple statements of the duties assist all applicants, including applicants with disability, to know whether this is a job that might be right for them.

The selection criteria should say something about the personal qualities and experience of the applicants and must be relevant to the inherent requirements of the job.

It is always a good idea to review the duties of a position before advertising to make sure that it is accurate and up to date. It may also be helpful to consider at this time which duties are really fundamental to the employment, and which might be less important or no longer performed at all.

At the same time, the care taken to structure an advertisement to minimise the chances of indirect discrimination will usually mean that the advertisement is more useful to all applicants, not just people with disability, and open the field up to a broader range of potential applicants.

Information about the position

It is important that applicants who seek further information about an advertised position from a contact person in a department are able to be provided with appropriate assistance. You will need to be confident that you can provide information about a role in accessible formats and, if asked to come in for an interview, how to go about providing suitable access and adjustments if necessary for a candidate who has a disability.

If you are unsure about how to go about this, contact the [Appointments and Promotions Branch](#)

Tapping into the widest pool of candidates

If you are seeking to extend the pool of candidates or proactively recruit people with personal experience of disability to your team, you can obtain assistance and advice from an external agency that specialises in employment diversity.

You can brief the agency about the particular skills that are being sought and the employment agency will help publicise the position through their networks. Using an employment agency does not exempt the University from liability under the Equal Opportunity Act.

Information about external employment agencies that may be helpful can be obtained by contacting the Disability Employment Services on 1800 464 800 or visiting the web site at http://www.deewr.gov.au/Employment/Programs/DES/Employer_Support/Pages/home.aspx



SELECTING THE BEST CANDIDATES FOR INTERVIEW

Shortlisting

The purpose of shortlisting is to select the best applicants for further consideration, based on the substance of the material presented in their application. As such, it requires an exercise of judgment on the part of the decision maker/s that needs to be made in a considered, reasonable and flexible way.

People with disability may face particular difficulties in compiling applications. For example:

- applications may not be in the usual form, which will require the decision makers to look beyond their own expectations about style or format and deal with the substance
- there may be significant gaps in their résumés that reflect periods of unemployment or illness
- applicants may follow different conventions with their applications if not familiar with the University process

There is no requirement to interview every applicant with a disability but, where an applicant with disability is ranked just outside the shortlist, it may be advisable for you and the other members of the selection committee to reflect on exactly why this has happened, so that you are satisfied that it is for reasons unrelated to the person's disability.

Method of assessment during interview

As a member of a selection committee, you need to retain flexibility to deal properly with contingencies as they arise. If you become aware at any stage of the process that the method of selection you have adopted could disadvantage an applicant with disability, you should discuss the issue with the relevant applicant, and agree on a revised method that will ensure that the candidate can demonstrate their knowledge and skills in a fair and equitable way.

Inviting a candidate for interview

It is important to ask every candidate you contact for an interview if they require any adjustments to attend the interview and be clear that this is a standard question. This aims to emphasise that you as an employer do not single anyone out and also provide a work environment that is barrier – free.

Before this occurs, consideration should be given to ensuring that the venue proposed is accessible to people with disability. For information on disability access across campus, click [here](#).

People with disability are not required to disclose that they have a disability. It should also not be assumed that a person who does not disclose that they have a disability is 'able-bodied' merely because they have not made a disclosure.

In the event that a person does disclose they have a disability and may require further assistance, it is essential that you are aware of how to go about asking them what it is they need in an open, non-discriminatory way.

At this point in time, you are only concerned about getting them to the interview and ensuring they are set up in the best way so that they can demonstrate their ability to perform the role. The questions you ask them should therefore reflect this need.



THE INTERVIEW

The job interview continues to play a critical role in the recruitment process as it provides the Selection Committee with the opportunity to identify the applicant who possesses the best mix of knowledge, skills and abilities for the position available.

Good interviewing practice focuses on the applicants' abilities, achievements and individual qualities as they relate to the key selection criteria. Applications for employment from people who have a disability must be considered against the same criteria as applications from people without a disability.

The information in this section has been developed to help you prepare for interviews with people with disability.

Inviting candidates to attend the interview

All employers are obliged to make appropriate and reasonable adjustments that will enable applicants with disabilities to participate in the interview process and present themselves in the best possible light. In many cases you may not need to modify your current interviewing practices.

It is advisable to ask all applicants being called for an interview about their access needs and if they have any specific requirements to enable them to participate fully in the interview. Some of these things may include but are not limited to:

- adjusting the interview time so a candidate with mobility impairment doesn't have to travel during peak hour
- holding the interview in an accessible location, i.e. in a room on the ground floor without steps, or in a room accessible by a lift;
- organising an Auslan interpreter well in advance;
- providing any reading materials electronically so a person with vision impairment can access the information;
- Allow the candidate to come with a support worker or aide; or
- Consider alternatives to a standard interview, e.g. conducting the interview by telephone.

For some people with disability an interview may not be the best way to demonstrate their skills and it may be necessary to rethink the best way to assess this candidate. An alternative method to consider could include offering work for a contractual period.

It is recommended that the person contacting the candidates know whether or not the workplace is accessible to people with disabilities and to be prepared to answer questions about access to the work unit and the University environment. Information about access to the University including accessible thoroughfares as well as accessible entry and exit points for each building can be found by clicking [here](#).

Questioning Applicants with a Disability

All applicants should be assessed on merit and their capacity to meet the inherent requirements of the job. As a member of the selection panel, you are responsible for ensuring that the interview is fair and equitable and focuses on finding this information out through appropriate questions that you will ask to all candidates. An applicant with a disability must be considered against the same criteria as an applicant without a disability.

The best way to go about finding out this information is to ask 'behavioural' style interview questions. Behavioural interview questions are framed around the job essentials and ask for information based on previous experience. They allow applicants to demonstrate where they gained their skills and abilities, regardless of the context.

If an applicant has disclosed or it is apparent they have a disability, it is important for you to look beyond any stereotypes or commonly-held assumptions about the capacities of that person. People with a disability often develop innovative solutions to everyday problems with or without technical aids or personal support. If there is any doubt about an applicant's ability to meet the inherent requirements of the job because of an apparent or disclosed disability it is essential that you discuss with them any reasonable adjustments they may need in order to perform these particular elements of the job.



Your job is to make a finding about the relative merits of the applicants and this includes an assessment of their capacity to perform the inherent requirements of the job. You have an obligation to be confident that the decision or recommendation you make is properly informed.

This can often be a difficult discussion for both you as the selector and the applicant, and if possible, should generally be at the end of the assessment so as not to disturb the presentation of the applicant's claims. To reduce the potential for misunderstandings or concern that the questions are being asked for discriminatory purposes, you should explain to the applicant why these questions are being asked.

Any further questions of support or adjustments, if necessary should be left until after the decision to appoint the applicant has been made. It is not appropriate however to ask them questions about their disability or how they may have developed the disability.

The chair of the committee, whether that be yourself or someone else, should make it clear that where the person can perform the inherent requirements of the position with reasonable adjustment having been made, their disability is not relevant to the selection process.

Something weighing on your mind?

The candidate has discussed with you reasonable adjustments they would require in order to meet all the inherent requirements of the role. The questions you may be wondering are: how much would this cost the University and who is responsible for this cost?

It is important to understand that this should not be a factor in your decision making process and this would be regarded as discrimination as you have not focused on the person's ability to perform the inherent requirements of the job regardless of the adjustments put in place which would be deemed reasonably practicable.

The majority of adjustments that will be made will cost less than \$500 and there are a number of different avenues you can go around to arrange for these to happen. Information about this can be found in the University's [Reasonable Adjustment Procedure](#)

TIP: Forget about who is sitting in front you! Focus on the person's experiences, knowledge and ability to do the job! Make a decision based on this and then you can figure out how you are going to go about accommodating this person in the workplace!!

The Use of Medical Examinations in the Selection Process

Unless medical information is volunteered by an applicant, the requirement that applicants undertake a medical examination during the pre-employment stage may give rise to a complaint under the Disability Discrimination Act unless:

- it is relevant to assessing an applicant's ability to meet the inherent requirements of the job;
- it is effective for this purpose; and
- all applicants for similar jobs are required to undertake it.

Similarly, a job offer to a successful applicant may be conditional on the results of a medical examination if *all* employees entering similar jobs have been required to undertake a medical examination.

Deciding on the best person for the job

The decision that an applicant with a disability cannot meet the inherent requirements of the job must be made after you have considered the impact that the provision of reasonable adjustments would have on the applicant's ability to meet them. This means that all recruitment and selection decisions need to be made on the basis of merit.

If a particular applicant is unable to meet the inherent requirements of the job due to a particular disability, a decision to not employ this applicant can lawfully be made provided the application of the inherent job requirements are applied in good faith and relate objectively to the individual's ability to perform essential aspects of the position description. The inherent requirements of the job must also be applied consistently to all applicants.

If it is found that the candidate with a disability is the best person for the job, it will be necessary to inform this person of their success in obtaining the position.



INTERVIEW QUESTION TIPS

The Equal Opportunity Act 1995 prohibits both intentional and unintentional discrimination. It is worth noting, therefore, that the lawfulness of the selection process does not rest upon the intentions of the Selection Panel but on the way in which the process is conducted e.g. appropriate questioning of applicants.

The only questions you can ask about a disability or injury relate to:

- Any adjustments required to ensure the interview/selection process is fair and equitable
- What impact the disability will have on the capacity of the applicant to meet the inherent requirements of the position, with reasonable adjustments being made
- Any adjustments that may be required to complete the inherent requirements of the job.

Any other questions about an individual's disability are inappropriate, including questions about:

- How the individual acquired their disability
- Specific details of the individual's disability

For Example:

Inappropriate: "I notice that you have some difficulty walking and I wonder how you get around. What caused it? Did you have an accident or is this a congenital condition?"

Appropriate: "This position will require the staff member to drive a University vehicle on a regular basis. This is one of the inherent requirements of the position that we need to check with all applicants. Do you have a current driver's licence and are you able to meet this criterion?"

Instead of: "how will the pressure of tight deadlines affect your disability?"

Consider asking: "this job involves working under pressure to tight deadlines. Tell us about a situation where you've been under pressure and how you ensured you met deadlines"

In stead of: describing the tasks involved in the job and asking the candidate what they won't be able to do because of their disability ...

Consider: describing the inherent requirements of the job and ask if the candidate will need any adjustments to perform them

Always avoid asking: "what happened to you – how did you get your disability?"



GENERAL INTERVIEW ETIQUETTE FOR CANDIDATES WITH DISABILITY

- Don't patronise people with disability. Treat adults as adults.
- Don't be embarrassed if you use common expressions such as "See you later" to a person with vision impairment.
- If you offer assistance, wait until the offer is accepted. Be prepared for your offer to be refused.
- Use a normal tone of voice when extending a welcome. Do not raise your voice unless asked.
- Speak directly to the person with disability, rather than through a companion, interpreter or aid if they are present.
- Allow sufficient time for an applicant to respond to questions.
- Never pretend to understand if you don't. Instead, repeat what you have understood and allow the person to respond. The response will guide your communication.



INTERVIEWING PEOPLE WITH DIFFERENT TYPES OF DISABILITY

You have just found out that one of the candidates you have asked in for an interview has a disability. What now?

The following sets out some tips for interviewing people with particular forms of disability and should provide some assistance to you as a member of the selection panel. Keep in mind that the information may not be appropriate or enough in all cases.

When in doubt, it is always good practice to **ask the person with disability**, respectfully and courteously, whether there are particular things that the panel can do that will make the interview more effective for them and your panel members.

Mobility disabilities

- Take into account any access issues communicated by the applicant before the interview.
- Check whether the applicant has a disability that affects their ability to write. If timed and written assessments are used, allow additional time.
- Ensure crutches, canes or wheelchairs can be kept within reach of the applicant. If a person uses crutches, a walker or some other assistive equipment, offer them assistance with coats, bags or other belongings. This is a common courtesy for all applicants.
- Be aware that some wheelchair users may prefer to transfer themselves into an office chair for the duration of the interview.
- When speaking to a person in a wheelchair or on crutches for more than a few moments, sit down so you are at that person's eye level.
- Never lean on a person's wheelchair as the chair is their space.
- If the person uses a support animal, ensure the animal is allowed into the building and has access to water.
- Offer to shake hands even if they have limited hand use or wear an artificial limb. A left hand shake is acceptable.

Visual impairment

Prior to the interview:

- Ask the individual whether and how you can assist them:
 - only guide a person with a vision impairment after they have accepted your offer
 - the individual will advise you what is most comfortable for them
 - in general, a person with a vision impairment will prefer to hold your arm (just above the elbow) rather than have you hold and guide them.

When interviewing a person with a visual impairment:

- Always identify yourself and introduce anyone else who may be present
- Face the applicant:
 - While they may not be able to see you (this depends on the type of visual impairment), they may be perceptive to the direction of the sound
 - By facing the applicant you are demonstrating that you are interested and focussed
 - By looking away (which changes the direction of your voice) you may give the impression of lack of interest



- Extend a verbal welcome if the applicant does not extend their hand to shake hands
- When offering seating, place the applicant's hand on the back or arm of the chair and provide a verbal cue
- Indicate in advance when you will be moving from one place to another, and let the applicant know when the conversation is coming to an end
- If interviewing in a group situation, provide vocal cues by announcing the name of the person you are talking to
- Speak in a clear and normal voice
- Try to verbalise your feelings and thoughts to improve communication
- Indicate to the applicant if you pause to take some notes: they may not always hear you writing
- Explain the 'concept' as opposed to the 'representation' if there are diagrams that need to be discussed. For example, at an interview you may like to discuss an organisational hierarchy by talking about the people that they will be working to in a hierarchy, and how they relate to each other, rather than trying to describe the boxes on the paper chart.

After the interview, it is appropriate to ascertain that the applicant can leave the building comfortably. You may offer to escort them to the foyer, or to a taxi rank.

Hearing impairment

- People who are deaf or hard of hearing may need extra time in an interview where there is a lot of oral communication taking place.

When interviewing a person who is Deaf or hearing-impaired:

- If you need to attract the applicant's attention, touch them lightly on the shoulder or wave your hand
- If the applicant can lip-read, look directly at them when you speak and keep your hands away from your face
- Be aware that it is often difficult to lip read what is being said by people with beards
- Speak clearly and at a natural pace and do not exaggerate your lip movements or raise your voice
- Speak expressively, as the person may rely heavily on your facial expressions, gestures, and eye contact to fully understand what you are saying:
 - do not raise your voice, as it distorts sounds received through hearing devices
- Keep hands and food away from your mouth when speaking. Only speak louder if requested.
- Be prepared to use visual aids to assist with understanding
- not all people who are deaf or hard of hearing know or use sign language. Check prior to the interview if an interpreter will be required.
- If an interpreter is present:
 - speak to the applicant, not the interpreter, and maintain eye contact with the applicant
 - it is usual for the interpreter to sit beside the interviewer and across from the applicant
 - speak at a moderate pace and avoid more than one person speaking at a time.
 - interpreters facilitate communication and cannot provide any additional information about the applicant or their disability. Any questions about the applicant's particular needs or ability to do the job should be asked of the applicant.
- Be aware of the impact of background noise for those with partial hearing.



Speech impediments

When interviewing a person with a speech impediment:

- Speak as you usually would. Avoid speaking slowly or too simply unless you know that their vocabulary is limited
- Minimise stress—stress can exacerbate a speech impairment
- Give the applicant your complete attention when talking to them
- ask short questions that require short answers or a nod of the head
- Listen attentively and keep your manner encouraging rather than correcting
- Allow the applicant to give answers in writing
- allow plenty of time for the interviewee to speak and resist the temptation to speak for the person if they are having difficulty expressing what they want to say
- If an applicant's speech is difficult to understand, don't pretend that you can understand it:
 - let the applicant know that you didn't understand them
 - if you still cannot understand, ask them to rephrase what they are saying
 - if you still have difficulty understanding, find out whether they use any communication aids
- Don't raise your voice—most people with a speech impairment can hear and understand.

Intellectual disability

- People with intellectual disability may often wish to bring a support person, often a person from an employment support agency, to interviews with them. Respect the applicant's right to have another person present for support at the interview, but talk directly with the applicant and not to the person accompanying them
- Speak the applicant's language:
 - try to develop an understanding of their level of language and work hard to communicate at that level
- Check that the applicant has understood what you are saying
- Be prepared to rephrase what you are saying
- Be patient and wait for the person to finish what they are saying.
- Always endeavour to use plain English in speaking and writing:
 - avoid jargon
 - explain the use of commonly used acronyms or abbreviations
- Use examples to explain complex ideas
- Ask questions which require simple answers
- Don't be patronising
- Don't make assumptions about the applicant's capabilities, but instead, provide an opportunity for them to learn new tasks and skills
- Be prepared to discuss other things like sport, weather, or business as you might with any other applicant.

Some selection procedures, such as aptitude testing, can disadvantage people with an intellectual disability. Therefore, it is important to be sure that any testing is consistent with the inherent requirements of a position. As far as possible, it may be advisable to assess the applicant by observing demonstrated competencies rather than through written or oral assessments.



Psychiatric disability

People with a mental illness can feel more anxious and nervous at interviews than other applicants. It is important to:

- Cultivate a relaxed manner and setting
- If using formal assessments, set a time suitable for the candidate:
 - some people with a mental illness perform better in the morning or at times related to their taking of medication
- Let the candidate know in advance that 'time out' is available or that, if necessary, the assessment can be suspended until another time
- Provide ongoing feedback to minimise stress during assessment
- Ask if there is anything you can do to settle nerves or assist them to feel calm
- Provide prompts if the applicant seems unable to answer the question
- Ask one question at a time.

Learning disability

When interviewing a person with a learning disability:

- Remember that they do not have an intellectual disability
- Be prepared—find out what their disability is and ask them what adjustments they require during an interview. This might include, for example:
 - putting questions in writing
 - providing them with the questions shortly before the interview to allow the person extra time to prepare
 - providing written material in a larger font or in double space
 - making line guides available or allowing the person to use their own
 - putting written questions orally
 - asking questions one at a time
 - providing scratch paper to work out problems
 - allowing them to bring a friend
 - extending the time of the interview to allow the interviewee to collect their thoughts
 - accepting pauses to allow the interviewee to process the question
 - allowing the person to answer in writing
 - using telephone interviews to allow, for example, people with language disorders to collect their thoughts in a low pressure environment.



OFFERING THE ROLE TO THE BEST CANDIDATE

The recruitment process is complete and you have determined the best person for the job. What happens next?

As a member of a selection committee, you have a role in ensuring that correct information is given to applicants about services and support available to University staff with disabilities. It is important, however, to avoid making any specific commitments and assurances to applicants with disabilities during the selection process. Any requests for modifications or adjustments to the future work environment are best discussed in detail with the manager or supervisor responsible for the position after a job offer has been made or after the person has been appointed.

The person disclosed that they have a disability during the interview

During the interview, you were made aware of the candidates' disability and have discussed what necessary adjustments they would need to be made for them to perform the role to the best of their ability. You may not have received specific information and it is now important that you continue on with these discussions once you have offered the role to the candidate.

If you are making the offer and are not the supervisor or manager of this position, then it is essential that you speak to them prior to contacting the successful candidate to ensure that they are aware of what will be required from them. Once you have made the offer and it has been accepted, it will be the responsibility of the manager to make or oversee all the necessary arrangements for the new staff member coming on board.

You have called the successful candidate and offered them the role. On acceptance, you have asked for further clarification on the type of adjustments that they will require in order to perform their role at the ANU. The outcome of this discussion was one of the following:

- Adjustments are necessary prior to commencement
- Adjustments are necessary on commencement
- No adjustments are necessary

The person disclosed that they have a disability on accepting the role

The relevant contact person has received the personal particulars form and on it and the new staff member has identified as having a disability.

They have contacted you as the supervisor and advised you of this. In the meantime they have already contacted the staff member to find out further information and the staff member has agreed that you as the supervisor should be made aware of their disability. What next?

The best thing for you to do is to contact the new staff member and refer to their disclosure. The relevant contact person has advised them that you will be in contact to discuss if they need any adjustments for them to perform their role to the best of their ability. After speaking to the new staff member, you will confirm one of the following:

- Adjustments are necessary prior to commencement
- Adjustments are necessary on commencement
- No adjustments are necessary



ADJUSTMENTS ARE NECESSARY PRIOR TO COMMENCEMENT

You have spoken to the new staff member who has advised you that they will require specific adjustments to their workplace in order for them to perform their role. They may require physical adjustments made to their immediate working environment or to the access that is currently available into and around their workplace. Examples of these adjustments include:

- accommodation for a wheelchair including adjustments to the desk as well as ensuring access is available into the office as well as an accessible toilet
- specific equipment for a vision impaired person
- specific equipment for a hearing impaired person

As these adjustments are necessary for the person to perform their work and without them would render them essentially useless if not put in place, then it would be preferable to get all the necessary things in place and ready to go before the new employee commences employment at the ANU.

You will need to consider the following:

- exactly what is needed
- what is already available and what does the person already have with them that they can bring to work
- the timeframe to implement these adjustments
- the cost

The first thing to do is to ask the new staff member of their understanding of the above as they will be the best person to answer this from their experiences with former employers. If they are unsure of this then it is advisable to still work with them so that you are both on the same page. This is also a great start to the employment relationship as a level of trust, openness and respect is gained right from the start.

Once the correct information has been established, you are now ready to put the adjustments in place. Information about this can be found in the University's [Reasonable Adjustment Procedure](#).

ADJUSTMENTS ARE NECESSARY ON COMMENCEMENT

You have spoken to the new staff member who has advised you that the necessary adjustments that may have to be made do not have to be arranged until they start. As their supervisor or manager, you should discuss this with them on their first day. Examples of these types of adjustments include:

- Changes to the way duties are performed;
- Flexible working agreements; or
- Discussions about management plans provided to you by your staff member

It is important to sit down and have a frank and open discussion with your new staff member on their first day about these things as you need to understand how best they will work. It will also establish trust and respect between the two of you.

As part of this discussion on the first day, you should ask your new staff member if they wish to disclose any of this information to their work colleagues. You will need to explain the importance of this to your new staff member as it will ensure there are no rumours that float around the office that could lead to implications down the track. You can discuss different ways you can approach this and if they do not want to disclose anything, that is ok as well. Be sure to let them know if there are any issues with their colleagues, to come and speak to you in the first instance.

It is essential that you have regular discussions with your new staff member about anything that may not be working for them in the workplace. They are to initiate this conversation as it will ensure that they feel that you are not imposing on them too much. It will be more comfortable for both of you this way.

Information about this can be found in the University's [Reasonable Adjustment Procedure](#).



NO ADJUSTMENTS ARE NECESSARY YET YOU STILL NEED TO HAVE A CONVERSATION ON THEIR FIRST DAY

There may not be any adjustments required but because your staff member has disclosed that they have a disability, it will be important to discuss this with them on their first day.

The types of things that you can discuss are as follows:

- affect that their disability could possibly have on their work
- any management plans that you should be aware of
- if they would like to advise their colleagues or possibly one colleague in circumstances you are not available

It is essential that you continue to have regular discussions with your new staff member about anything that may not be working for them in the workplace. They are to initiate this conversation as it will ensure that they feel that you are not imposing on them too much. It will be more comfortable for both of you this way.



ROLES AND RESPONSIBILITIES

Selection committee

- Ask all candidates prior to interview if there are any adjustments they require for the interview
- Be aware of the access available throughout the ANU
- Understand what disclosure means
- Be confident in conducting an interview for a candidate with a disability
 - What is both appropriate and not appropriate to say
 - Ensure that all candidates are interviewed fair and equitably

HR Practitioner/ Contact person

- Discuss with the candidate the reasonable adjustments they require if they are aware of their disclosure and that their supervisor will be in contact with them to go through further details
- If received the personal particulars form and the new staff member has identified as having a disability:
 - Contact the new person and ask about any adjustments they may require
 - Advise the new person that it is best that their supervisor is aware of this and ask if they want their supervisor to contact them to discuss anything further prior to them starting work
 - Advise the supervisor of this information and ask that they contact the new staff member prior to commencement

Manager/ Supervisor

- Contact their new staff member prior to them commencing to discuss any adjustments they may need prior to them starting
- On their first day, discuss with the new staff member what adjustments that may require for them to work to the best of their ability
- Ensure that regular discussions are had with their staff member and advise them that they are to let them know if there are any issues with the adjustments that are in place or if they need anything else

New staff member

- Advise their supervisor of any adjustments that may need prior to them starting work or on commencement. This could include:
 - Physical adjustments to their workstation
 - Access adjustments to their work environments
 - Changes to the way they perform their duties
 - Flexible work arrangements in certain instances
- Advise their supervisor if they are having any issues in their workplace in relation to their disability. This could include:
 - Interactions with their colleagues
 - Adjustments that may need to be revised



RECRUITMENT AND SELECTION TRAINING

The recruitment and selection process in general, whether you are interviewing a person with a disability or not can be complex and it is important to get it right so as to ensure you get the best person for the job and that the person's experience is as seamless as possible from the day they decide to apply for a role at ANU.

With a positive experience in the selection process, the successful candidate will start off on the right foot at the ANU which will make the transition into work at the ANU a lot easier for all.

It is therefore extremely important to be confident in the whole recruitment and selection process at ANU. The appointments and promotions branch run recruitment and selection training as well as behavioural interview training. If you are likely to be a part of this process, you are strongly encouraged to attend.

Training Available:

- [Recruitment and Selection Training](#)
- [Behavioural Interviewing and Recruitment Techniques](#)



BARRIER - FREE RECRUITMENT CHECKLIST

DOCUMENTATION

- The job has been advertised widely and in the right places to attract the best field
- The ad reflects the inherent requirements of the job? Am I clear about what the person in this position will really be required to do
- The characteristics that I am looking for in applicants are relevant to the inherent requirements. I understand what the real skill set, qualifications (if any), and level of competence that I need the person in this position to have. I can justify this to an external agency like HREOC if I have to
- The selection documentation is available in different formats
- The selection criteria focus on what is really needed for the position and can be justified in terms of its inherent requirements

ASSESSING APPLICANTS

- I am confident that I've only shortlisted out applicants with disability where they're not competitive on merit, taking reasonable adjustment into account
- I have asked all applicants if they require any adjustments for the interview
- I have discussed with any applicant who has disclosed a disability whether they need any adjustments to the way in which we're conducting our process
- I have given their requests (if any) proper consideration and sought advice from other sources as appropriate
- I have asked all candidates similar questions about their ability to meet the inherent requirements of the role
- I have taken care to ensure that when assessing the claims of people with disability I've only taken into account those matters relevant to merit, and have not been affected by their disability

I HAVE THOUGHT THROUGH ACCESSIBILITY ISSUES FOR THE INTERVIEW OR OTHER FORMS OF SELECTION TESTING, E.G.:

- Where the nearest parking for people with disability is located
- There is a ramp or step-free entrance to the building or if not, I have made suitable other arrangements for people to get in
- Where the nearest wheelchair accessible toilets are located
- There are security doors to get through and I have made arrangements for people with mobility restrictions
- There is an accessible lift if the interview is not on the ground floor
- There is a telephone in the entrance that is accessible to people with disability
- The external signage on the building is clear to people with limited vision
- The internal signage is also clear, or have you made arrangements to escort visitors
- Interview and/or assessment rooms are suitable for people with vision impairments or movement restrictions, including wheelchair access



I HAVE CONSIDERED THE KINDS OF ADJUSTMENTS THAT I MIGHT NEED TO MAKE TO SELECTION PROCESSES, E.G:

- I have got computer hardware and software that all the applicants can use
- My timeframes are flexible to allow people with disability more time where that is reasonable
- I have checked with all the applicants about whether they need any particular form of adjustment
- Where I know the nature of a person's disability, even if they haven't indicated that they need any form of adjustment, I have considered the kinds of adjustments that I could make anyway

MAKING THE DECISION

- I have got the right person
- I have looked carefully at the claims of all the applicants and considered those claims in context
- I have given the right weight to non-work experience
- I am sure that I could justify my decision to anyone who asks me about it

MAKING THE JOB OFFER

- On offering a job to the preferred applicant who has declared a disability, I have asked them further about the adjustments they require and assessed if these adjustments should be put in place prior to commencement or on commencement of their new job
- Regardless of whether or not the disability is visible, I have asked whether the new staff member is comfortable for me to speak to their colleagues prior to them starting or do they want to speak to them? In certain circumstances, it may be appropriate for some colleagues to be aware of the disability if changes to their working arrangements are necessary to accommodate the new staff member or in order to be able to respond appropriately in cases of emergency

PRIOR TO COMMENCEMENT

- I have offered my new staff member the opportunity to visit their new workplace before their first day. This can help people with conditions that affect their social interaction, such as anxiety disorders, or whose confidence has been affected by a long time out of the workforce
- If necessary, I have arranged the necessary adjustments to be in place when the new staff member commences their employment and DOI aware of the software and hardware (if necessary) that the person will be using
- If agreed, I have consulted with my other staff about the new staff member coming on board and any adjustments that will be made
- My staff have been trained or are booked in to do the training in discrimination and disability awareness



THE FIRST DAY

- I have discussed the job with my new employee and any further reasonable adjustments they might require that are not already in place
- I have reviewed any reasonable adjustments that have already been agreed on, and any equipment I am waiting for and discussed this with my new employee
- I have asked the new employee to record how the reasonable adjustments are working
- I have set regular dates to review all reasonable adjustments
- I have asked my new employee to come and talk with me if they are having issues with their work or their colleagues?
- I have asked my new employee if they want to discuss their disability with their colleagues
- If advised, all colleagues are aware of my new employee's disability in relation to any reasonable adjustments that have been put in place and any accommodations that might need to make

RESOURCES AVAILABLE

- I know where to go to find out information about managing disability in the workplace
- I know what training is available in relation to Disability Confidence
- I know who to contact if I require further assistance or advice about my new staff member who has a disability