



Inclusive Business Guide

A guide to hiring a person with intellectual disability



Council for
Intellectual Disability



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Council for Intellectual Disability (CID)

Council for Intellectual Disability (CID) is the peak advocacy organisation for people with intellectual disability in NSW.

People with intellectual disability are at the front and centre of everything we do – they are our decision makers, staff members, board members and spokespeople.

We want a community where all people with intellectual disability are valued. We believe people with disability should have the same opportunities as everyone else. We work to build a community that protects rights, includes everyone and supports people.

What we do:

- We speak up about big issues for people with intellectual disability.
- We talk to organisations about becoming more inclusive.
- We provide information, hold workshops and develop useful resources.
- We support people in leadership positions.



About this Guide

This Guide is for businesses who want to employ a person with intellectual disability.

It provides practical information about what businesses can do to recruit and support employees with intellectual disability in their workplace.

It shows businesses how to create an inclusive work environment and provides practical tools to build the confidence of staff to support their colleagues with intellectual disability.

You will find examples and templates that can be used to recruit, onboard and provide ongoing support to employees with intellectual disability.

More Than Just a Job Hub

This booklet contains many useful tools and templates. You can use them directly in this booklet, but they are also available to print out. You will find the blank templates, instructions and examples for each tool on our website at: www.cid.org.au/businessguide

Employees with intellectual disability

Intellectual disability is a lifelong condition that affects the way a person learns, processes information and communicates.

This does not mean a person with intellectual disability cannot learn or communicate, they may just do it differently and may require additional support.

People with intellectual disability have the same feelings, rights and aspirations as everyone else.

Historically, they have been denied the opportunity to make decisions about how they want to live their lives. This includes being denied access to paid employment.

People with intellectual disability have the ability to succeed in paid employment if they find a job that matches their strengths, skills and interests, and if they receive the right support.



Getting to know each employee as an individual, finding out what they are good at, what they enjoy and what extra support they may need is essential for a successful hire.

Stage One: Business readiness

1.1 What is an inclusive workplace?

Before you start the process of hiring an employee with a disability, it is important to think about how inclusive your workplace currently is. Creating an inclusive workplace means making the effort to ensure all people who work for the business feel included and supported in the workplace.

There are many different ways you can create an inclusive workplace.

These include:



Accessibility

Ensuring that your workplace is physically accessible. This includes things like:

- accessible toilets and workstations;
- accessible technology for people with visual and hearing impairments.



Communication

Taking time to understand how to best communicate with employees and ensure everyone can access office communication. This can include:

- all staff emails written in Easy Read so everyone can understand;
- workplace signs in Easy Read
- PowerPoints or documents are accessible.



Recruitment process

Making adjustments to job advertisements, job descriptions and interview processes to make it easier for potential employees to apply.



Orientation

Making sure the orientation process is welcoming. Taking time to get to know the person well and developing adequate support systems. Engaging a buddy to support the person.



Workplace practices

Putting in place support systems for employees. Having regular check-ins and reviews to ensure employees receive ongoing support to succeed in their role and continue to build their skills.



Workplace culture

Making sure the environment is welcoming to all employees. Giving everyone access to awareness and inclusion training and making efforts to ensure all employees feel included and valued.

What is Easy Read?



Easy Read is important.

It means I can understand and I am included.



People with intellectual disability
are usually visual learners.



Easy Read uses clear, everyday
language matched with images to
make sure everyone understands.



1.2 Business Inclusion Checklist

The Business Inclusion Checklist can help you think about how inclusive your workplace is and what goals you may have to create a more inclusive environment.

Step 1. Fill out the Business Inclusion Checklist.

Step 2. Identify areas of strength and areas you want to work towards achieving.

Step 3. Develop a plan of action for areas that can be improved by filling out the Employment Inclusion Action Plan.

PHYSICAL ACCESSIBILITY

ACCESSIBLE FRONT AND BACK ENTRANCE

Ramps or sloped walkways, wider doorways, handrails.

ACCESSIBLE TOILETS

Wider doorways, grab bars, lowered fixtures, clear floor space, accessible flush controls, larger stall space, accessible sinks, emergency alarm, adequate lighting and signage.

ACCESSIBLE CAR PARK

Designated spaces.

ACCESSIBLE FACILITIES LIKE THE, KITCHEN, OFFICE/MEETING SPACE

Shelving and storage easy to see and reach, countertops low and clear, open shelving, sink easy to operate and reach.

ACCESSIBLE WORKSTATIONS

Height adjustable desks, clear knee space, adaptable workstations, aisles and pathways clear and wide.

ACCESSIBLE FLOOR SPACE

Adequate open floor space to accommodate wheelchair users and allow for easy maneuverability.

COMMUNICATION

Written communication is delivered in a way that all staff understand for example all-staff emails and key relevant documents are in plain English or Easy Read where possible.

Verbal instructions are supported by written and visual instructions in a way the person can understand.

Workplace signage is clear and in Easy Read with accompanying pictures where required.

During staff meetings, use plain English and stick to the agenda. Provide breaks if needed.

You can share these CID communication tips with your team.
cid.org.au/resource/inclusive-communication-tips/

Business Inclusion Checklist



Think about how inclusive your workplace is and what goals you have to create a more inclusive environment. If you can tick off 70% of the list you are doing well.

WORKPLACE CULTURE

- The workplace is diverse and inclusive of all cultures, genders, religions, people with disability, and people who identify as LGBTQIA+.
- There are mechanisms in place to support the health and wellbeing of all staff.
- There are opportunities to work with different staff, not just the same group of people.
- There are regular team building activities.
- Workplace events are inclusive of all staff, meaning they are held at accessible locations and everyone is invited.
- Staff feel valued through recognition of good work and their positive contributions to workplace culture, as well as the celebration of birthdays.
- Respectful communication is encouraged and acknowledged.

RECRUITMENT PROCESS

- Job advertisements are available in Easy Read.
- Interview questions are provided in advance.
- Reasonable adjustments are made to the interview process by asking the person what adjustments they require. These might include; extra time to answer questions, having a support person in the interview, or allowing the interviewee to show you what they can do rather than tell you.



ORIENTATION

- Get to know the person, their strengths and skills. Find out what motivates them, how to best communicate with them, what supports they need to do the job. Make use of a one page profile.
- Develop a reasonable adjustment plan.
- Introduce the person to the other employees. Make time for them to get to know people.
- Assign a work buddy who is easily accessible to the new employee and actively checks in with them.
- Set up support systems. For example, weekly check-ins with manager to review how things are going.
- For government employees, Personal Emergency Evacuation Plans (PEEP) need to be in place for employees with accessibility requirements.*

WORKPLACE PRACTICES

- Equal training opportunities for all staff.
- Diversity training for all staff.
- Fair and equal pay rates for those working in the same roles.
- Support systems in place such as buddy systems for new staff.
- Break down tasks, model, and repeat new information. Use visuals and Easy Read materials to support independence.
- Regular support sessions in place for all staff.
- All staff provided with opportunities for career progression within the workplace.
- Reasonable adjustments available to all staff.
- Regular staff check-ins with managers.
- Frequent reviewing of support systems – what needs to change to better support the person?
- Staff meeting agenda and minutes in Easy Read and can be accessed by all staff.
- Workplace adjustments put in place where required.

[You can download this resource on our website: www.cid.org.au/businessguide](http://www.cid.org.au/businessguide)

Inclusive Workplace



Treat me as an equal

- Look at me
- Introduce yourself
- Smile
- Be patient
- Give me time to answer you
- Ask me if I need help, don't assume I do



Make adjustments

- Customise a role that will help me succeed
- Ask me what support I need
- Give me information in a way that I can understand
- Give me the right support to learn
- Work closely with my support people



Include me

- Connect me with buddies
- Meet with me weekly to see how I'm doing
- Support me to develop my work skills
- Create an inclusive workplace by providing disability awareness training

1.3 Employment Inclusion Action Plan

This plan outlines the actions your business can take to begin the process of making your workplace more inclusive of employees with intellectual disability. Refer to your completed Business Inclusion Checklist to assist you in developing the plan.

Case Study:

John is a café owner who is struggling to find reliable part-time staff. His lunch time traffic has increased since he opened, and he and his team are having difficulty keeping up with demand. As a result, the tables are not being cleared in a timely manner and the café looks like a mess. John needs an additional staff member and is thinking about employing a person with intellectual disability to help at the busiest times of the day.

John has read the Business Inclusion Checklist and has listed what he can do to make his business more inclusive.

Example:

What we will do	Who will do it	When will it be done
Make staff aware that the business is taking steps to be more inclusive and what that will mean for everyone involved.	John to talk to staff	15 May
Meet with staff about employing a person with intellectual disability. Highlight the positives for everyone involved. Be open to answering questions.	John	1 June
Provide online disability awareness training to staff.	All staff	All staff to complete training by July
Share communication tips from CID.	John to share with all staff	August
Make time to have a discussion about communication tips with staff.	John and staff	September

Template:

Employment Inclusion Action Plan

What we will do	Who will do it	When will it be done

 You can download this resource on our website: www.cid.org.au/businessguide

1.4 Staff training

Many people have not had the opportunity to work with or talk to a person with an intellectual disability before. Some may lack the confidence or understanding of how to best communicate with their colleague with disability. Others might feel overly conscious of making a mistake. This lack of understanding contributes to attitudinal barriers that disadvantage people with intellectual disability when seeking employment.

To employ someone successfully, staff, especially those who have no experience with people with intellectual disability, need to feel ready, supported and reassured.

The best way to do this is by providing **disability awareness training** for staff, ideally before an employee with intellectual disability begins their role. This type of training will promote disability sensitivity and support an inclusive work culture. It can be delivered in person or online.

Disability Awareness Training

In-person training

CID offers in-person training with facilitators with lived experience of intellectual disability. You can contact CID on 1800 424 065 or visit www.cid.org.au for more information.

Online Training

The Australian Human Rights Commission and Disability Awareness offer free online disability awareness training. These e-learning courses are easily found online.





Easy Read training



Your employee could benefit from written communication in Easy Read format. Easy Read shares information in an accessible way, it breaks down sentences into an accessible and understandable format. It is recommended to have employment contracts and other important documents in Easy Read.



Easy Read training is offered by CID and can be delivered both in person and online.

Here is an example of an Easy Read email to all staff.

 This message will be sent to 51 recipients. [Show details](#)

Send 


 


To  All Staff 

Cc

Fire safety inspection

Hi Everyone,

 There will be a fire safety inspection in the office.
They will test the fire alarm.
You do not need to do anything when it rings.

 It will be on Friday 1 September
It will happen 10:30

It will not take long.

Regards,
Jane Fran
Manager

Stage Two: Inclusive recruitment

Inclusive recruitment means adjusting the recruitment process so people with intellectual disability can successfully participate in all stages of the recruitment and onboarding process.

There are several things you can do to make your recruitment process more accessible for people with disability. These can include:

- Job customisation;
- An Easy Read job description;
- Interview adjustments;
- An Easy Read employment contract;
- Seeking support from Disability Employment Providers and Job Access where available.

2.1 Job Customisation

What is job customisation?

Job customisation is when you create a role that does not currently exist, specifically for an employee with disability. This is sometimes referred to as job carving and role crafting.

Some elements of a role that can be customised are:

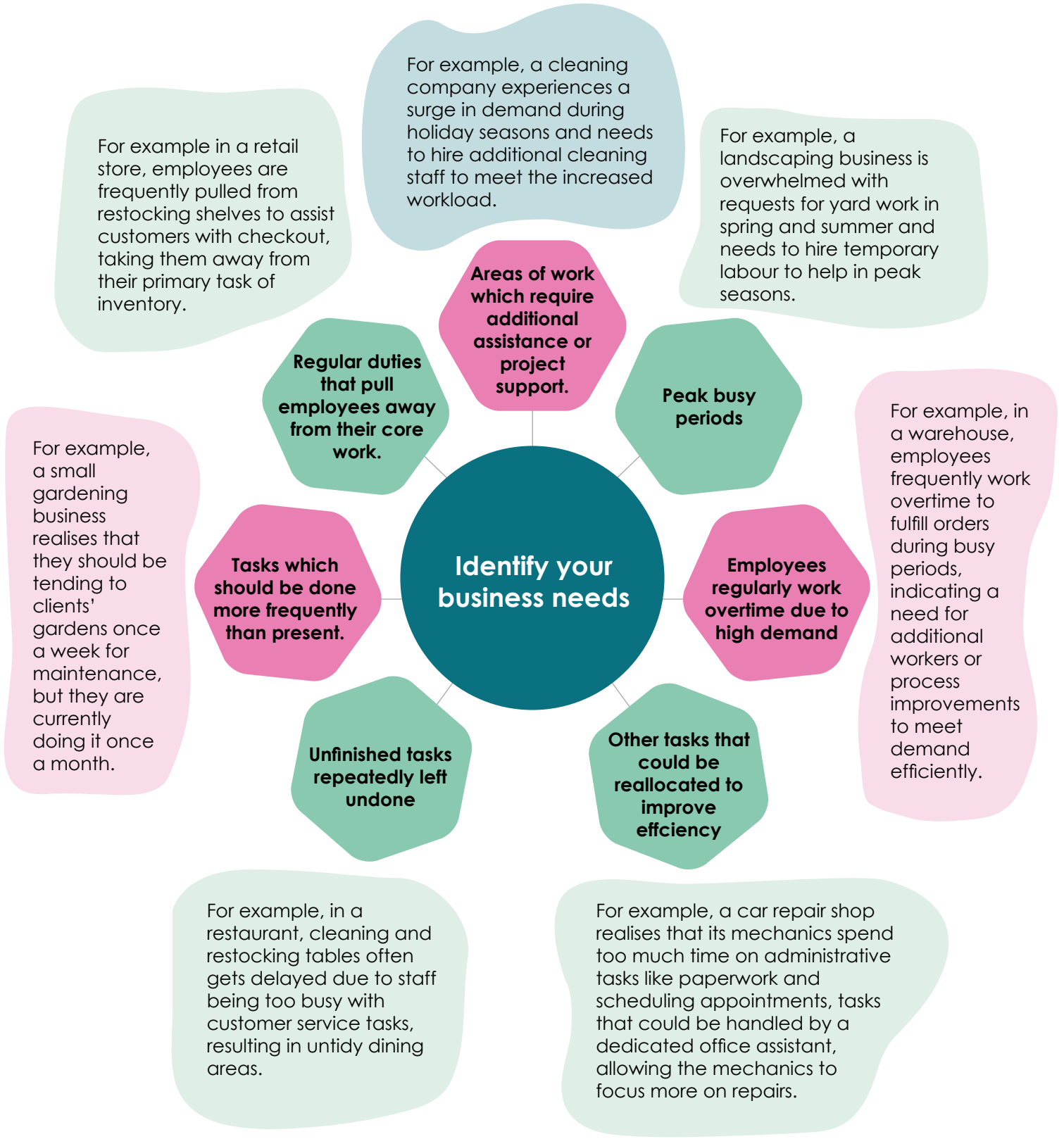
- Hours of work
- Location of work
- Duties and responsibilities
- Work expectations



How to customise a job?

There are a number of steps involved in customising a role. This include identifying the needs of your business and designing a role that can help your business run more efficiently. It also involves identifying how your business can support a potential employee to be successful in the new role.

Step 1. Identify your business needs



Step 2

Once you have identified your business needs, you can develop a list of tasks that could be fulfilled by a potential employee in the task list.

John and his staff develop a list of tasks that need to be completed to assist with the lunchtime rush.

Example:

Task List

List the tasks that could potentially be included in the duties and responsibilities of the customised role.

Clear and wipe down tables

Discard rubbish

Load and unload dishwasher

Restock sugar, salt and pepper

Sweep floor

Set tables

Template:

Task List

List the tasks that could potentially be included in the duties and responsibilities of the customised role.

 You can download this resource on our website: www.cid.org.au/businessguide

Step 3

Once you have identified the potential responsibilities and duties of the customised role, you can then identify the desirable characteristics of a potential employee. This includes current and potential skills, personality traits, interests and goals.

John lists the personal characteristics that a potential employee should have to be successful in the role.

Example:

Employee Characteristics List

List the characteristics required to fulfill the role.

Likes being around people and is friendly

can work in a noisy and busy environment

Enjoys the hospitality industry

Experience in clearing and setting tables

Knows how to be safe in a Kitchen

Reliable and punctual

Template:

Employee Characteristics List

List the characteristics required to fulfill the role.

↓ You can download this resource on our website: www.cid.org.au/businessguide

Step 4

Identify how the employee will be supported to fulfill the role. What adjustments and supports will you offer to the potential employee? You can refer to the **Business Inclusion Checklist** to assist with developing supports.

John thinks about how he and his staff can potentially support an employee with disability.

Example:

Supports Available to Employee

List the supports available to fulfill the role.
Provide training
Find out how the person best learns
Get consent to work with their support person to find out how best to support them.
Check in with the person at the end of every day
If something is not going well find out what the problem is and find solutions together
Make sure all staff have completed disability awareness training and understand CID's communication tips

Template:

Supports Available to Employee

List the supports available to fulfill the role.

 You can download this resource on our website: www.cid.org.au/businessguide

Step 5. Develop an Easy Read job description

Developing an Easy Read job description will ensure people with intellectual disability are able to understand what is required of the position, whilst demonstrating your commitment to the inclusion of people with intellectual disability in your workplace.

Easy Read guidelines are provided below to assist you to develop Easy Read documents.



Language

Use everyday words: avoid jargon and slang.

Use short sentences and short words.

Avoid acronyms unless widely used and known such as NDIS and NSW.

Think about what people **need to know**, not what is nice to know.

Have one idea per sentence.



Text

Use sans-serif fonts: Arial, Verdana or Tahoma.

Use size 14 or 16 font for main text.

Use size 18+ for headings and use **bold**.

Do not use *italics* or underline.

Use dark text on light background.



[You can download this resource on our website: www.cid.org.au/businessguide](http://www.cid.org.au/businessguide)



Format

Ensure there is plenty of white space on the page.

Use wide margins with a minimum of 2.5cm on all sides.

Use double line spacing or a minimum of 1.5.

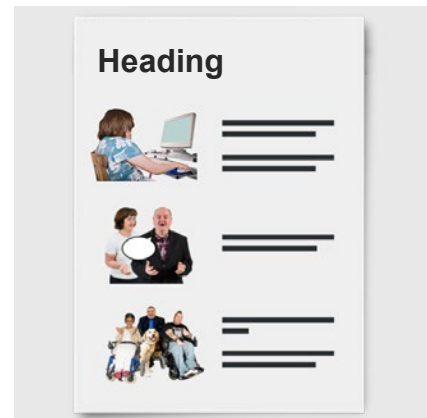
Bullet points

- Good to break up large amounts of text
- Do not use for every line on a page
- Great for a short list up to 3 points

Do not use tables, graphs or columns.

Align text to left, do not centre or justify.

Limit punctuation such as (brackets) – hyphens / slashes are not easy to read.



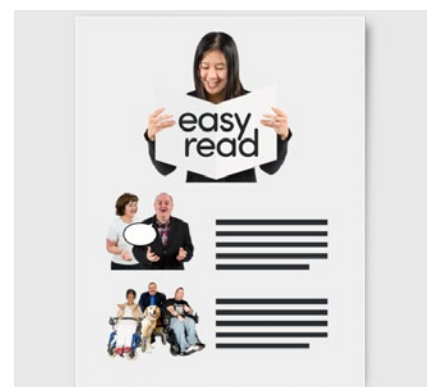
Pictures

Pictures and images help illustrate main points.

Pictures should sit to the left of text or between the heading and text.

Make sure images and pictures relate to the text.

If you cannot find a suitable picture do not use one.



For more information contact business@cid.org.au.

Cafe staff allrounder

who has lived experience of intellectual disability



Job Guide

This guide has 3 parts

- 1 About this job
- 2 Skills you need for this job
- 3 How to apply for this job

Please read all the information before you apply

Job advertisement

Here is an example of an Easy Read job description and advertisement for a Training Officer, a role advertised specifically for a person with intellectual disability.

[You can download this resource on our website: www.cid.org.au/businessguide](http://www.cid.org.au/businessguide)

1

About this job

We are looking for a person with intellectual disability
You will help people to have more power to make choices and decisions for themselves.



This job is part time.

You will work 8 hours each week.

You will normally work on Monday and Tuesday

You will normally work between 10am to 2pm



This job is for 24 months.

It will start in February.



You will be paid **\$28.50 – \$35** an hour.
This is Hospitality Industry (General) Award 2020 Grade 2.

The award tells hospitality businesses how much to pay the staff.

2

Skills you need for this job



You will

- Know or learn about seating and serving customers.
- Make sure customers are having an enjoyable experience in the cafe.
- Take orders.
- Advise and recommend items from the menu.



Work as a team with other staff.
Be helpful.
Speak up if you need help.



Be comfortable moving around.
Find tasks to do on your own sometimes.
Be on time for work.

5

3

How to apply for this job

If you decide to apply for this job



Answer the questions on the next pages.
Email your answers to Johnscafe@cafelife.com



Send a resume if you have one.



You have to send your application by
Friday 14 January 2024.



To ask questions or get support to apply
call 1800 123 456

Step 6. Advertise the position.

You can advertise through your usual employment platforms.

If you are advertising the role specifically for people with intellectual disability in NSW, you may need to apply for an exemption from the Anti-Discrimination Act 1977. This can be done by contacting the Anti-Discrimination Board of NSW on 1800 670 812. The Anti-discrimination New South Wales website has more information about exemptions.

For information about exemptions in all other states and territories contact the Anti-Discrimination Board in your state.

Disability Employment Services

Another avenue for recruiting potential employees involves liaising with local Disability Employment Service (DES) providers. The Federal government provides DES funding to non-profit and private sector organisations to help people with disability find and keep a job.

DES providers do this by connecting candidates to jobs that match their skills, strengths, and interests. They prepare both the workplace and candidates for employment and provide ongoing support to ensure continued success.

Some people with intellectual disability use a DES provider to find employment.

You will not need to apply for an exemption from disability discrimination laws if you engage with a DES provider to find an employee with intellectual disability.

Services offered by DES providers can include:

- job matching candidates and addressing key capabilities;
- facilitating workplace adjustments and WHS advice;
- assisting with induction and development of 6-month support plan;
- delivering support to current employees with disability through the Work Assist Program.

The NSW Public Service Commission website has more information about DES providers.



2.2 The interview

A number of adjustments can be made to the standard interview process to make it more accessible. Prior to interviewing, make contact with the prospective candidate (and their support person if applicable) to ask if there are any adjustments required.

If you are proceeding with a standard interview, the following adjustments will be useful:

- Provide questions to the person before the interview.
- Use plain language and ask one question at a time.
- Give the candidate time to answer. If they are having trouble, you may need to change the way you ask the question.
- Allow a support person to attend, they may assist by rewording the questions to help the candidate understand.
- At the end of the interview process ask what support they will require to do the role.

If a candidate's verbal communication is not their strength, it may be difficult for them to explain what they can do. If this is the case, engaging in an informal conversation with the candidate to learn more about them, followed by an opportunity for them to demonstrate their abilities (with appropriate support) can help eliminate this barrier.

Here are some communication tips developed by people with intellectual disability.

↓ **You can download this resource on our website: www.cid.org.au/businessguide**

Top communication tips

Working with a person with intellectual disability

- ✓ Ask the person how they like to communicate.
- ✓ Be willing to explain things.
- ✓ Give the person time to answer you.
- ✓ Be an active listener.
- ✓ Ask the person if they need help, never assume that they do.
- ✓ Have Easy Read information available.

Always seek consent from your employee before communicating with their support people.



2.3 Post interview communication

Once a candidate has been chosen, written communication should be supported by a phone call with them and their support people (if required).

Written communication such as emails should be in Easy Read (pictures are not always required for emails).

It is best to notify any unsuccessful candidate over the phone, rather than in writing. Provide feedback about why they didn't get the job, also include positive feedback and encouragement about their strengths and what they did well.

Employment contract

Developing an Easy Read employment contract will make this legal document more accessible to an employee with intellectual disability. CID can provide Easy Read translations of documents at a cost.

Example of an Easy Read Employment Contract

[⬇](http://www.cid.org.au/businessguide) **You can download this resource on our website: www.cid.org.au/businessguide**

10 October 2023
Nathan Dale
100 The Road,
Daleford, NSW



Dear Nathan,

We are happy to give you a job at John's Cafe
The job is for a Cafe staff allrounder.

Your contract

This contract starts on **14 February 2024**.
This contract ends on **14 February 2026**.

This job is part time.
You will work **8 hours** each week.
You will normally work on Monday and Tuesday.
You will normally work between 10am to 2pm.

You might have to work outside these hours sometimes, but we will tell you when this happens.

Pay

You will be paid \$30 for each hour you work.

You need to give us your bank account details so we can pay you your salary. We will send you a form for this.

Your salary will be paid every two weeks.

If you are getting any government support you should tell them that you have a job. They will tell you what you need to do.

Superannuation

We will pay Superannuation.

We will give you a form to fill in. You can tell us what Superannuation fund you use.

If you do not have a fund we can explain what you can do.

Stage Three: Onboarding, support and development

3.1 Workplace adjustment

It is important to revisit what you learned about your new employee during the interview phase. Now there is more time to go deeper into the questions for your employee:

- What are your strengths?
- What skills do you currently have?
- What support do you need?
- What is the best way to give you information (written and verbal)?
- How do you best learn?
- How do you like to learn new things?

This information will help you understand what adjustments the employee will need.

3.2 Practical tools to support learning.

Making workplace adjustments includes developing strategies to help your employee learn their job and to work independently. Some people with intellectual disability may require alternative strategies to remember things, and to process information.

These tools and templates can be used to support your employee in their work.

One Page Profile

The one page profile is a tool that can help you understand an employee's strengths, what is important to them and how to best support them.

It is good to share your one page profile too, so your employee understands more about you.

Example:

Paul Mitchell's One Page Profile



What people like and appreciate about me	
<ul style="list-style-type: none">• I am a good communicator and am very responsible• I am a great facilitator who is kind and thoughtful• I work well as a team member• I have great Admin skills	
Important to me	What to know and do to best support me
<ul style="list-style-type: none">• That I trust my colleagues and they trust me• When people respect me for my work• Feeling like I am part of a team• Giving and receiving feedback• Having information in an accessible way• I like to take on challenges, I will ask for support if I need	<ul style="list-style-type: none">• Give positive and negative feedback. That helps me to build my skills• Give me time to think about a new concept, new tasks or changes• An easy to read and accurate work schedule• I like to work in quiet places. This helps me to concentrate• Give me written instructions

Template:

One Page Profile



What people like and appreciate about me

Important to me

What to know and do to best support me

↓ You can download this resource on our website: www.cid.org.au/businessguide

Accessible work schedule

We all need visual reminders to help us plan our day. Your employee with intellectual disability will benefit from visual cues to keep them on track. Here are some examples of visual templates you can use.

Example:

Accessible Work Schedule

Date: 08/03/2023 (Monday)

 <p>10:00</p>		<p>Start work</p>
 <p>10:30</p>		<p>Unload dishwasher</p>
 <p>11:00</p>		<p>Wipe table</p>
 <p>12:00</p>		<p>20 minute Break</p>
 <p>12:20</p>		<p>Clear table</p>
 <p>1:00</p>		<p>Restock sugar</p>
 <p>1:30</p>		<p>Restock salt and pepper</p>
 <p>2:30</p>		<p>Pack up and catch the bus</p>

Template:

Work Schedule

Date:

Time	Work to do	

↓ You can download this resource on our website: www.cid.org.au/businessguide

Task analysis

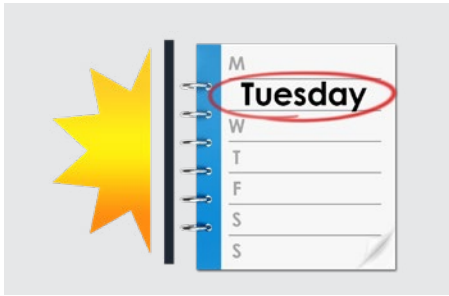
An important part of teaching anyone how to do a task is to break the task into smaller repeatable steps. **This is called task analysis.**

This provides an opportunity for the employee to learn the task in a logical sequence. It also assists in understanding which parts of the task the employee might require additional support with.

Including pictures helps the person to see what they need to do. Take pictures within the work space where possible. Demonstrate the task more than once before relying on the written task analysis.

Example:

Order lunch for event



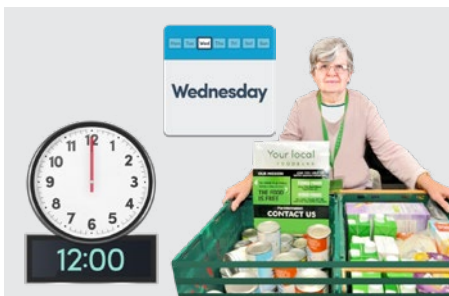
On Tuesday morning count how many names are on the event list.



Call the Nest Café at 10am.
The number is **44 42 33 99**

Tell them

- Who you are
- Where you work
- How many lunches to deliver.
- That they need to be delivered on Wednesday at 12 noon.



A worker from the café will bring the lunch at 12 noon.

Ask them to put the lunch on the table in the kitchen

Show them where.



Count how many plates and napkins you need.

Place them on the table.



Count how many water bottles and glasses you need.

Place them on the table.

What Happens Here



What Happens Here is a template that can be used to capture the nuances, details or unwritten rules that occur within a particular event or meeting. The template can be used to introduce a person to a new environment, event or group of people. It helps the person to get ready and to know what will happen and what will be expected of them.

Use this template with your employee to explain each part and understand any further information or reassurance they may need to participate successfully. If there are expectations they perform a task or contribute to content, ensure preparation occurs beforehand and utilise other tools in the toolkit such as a one-off schedule or checklist.

Considerations when filling in the template



- What time do people arrive?
- How should the person be dressed?
- Do they take anything along?
- Are there any unwritten rules?
- Where do people sit?
- Do particular people have roles?
- Are there expectations of what will happen or what will be achieved?
- How do people leave?

Example

	<p>Start time</p> <p>End time</p>	<p>Start time :10 am</p> <p>End Time : 2.30pm</p>
	<p>Breaks</p>	<p>Morning tea: 11:30am</p> <p>Lunch : 1pm.</p> <p>All food is provided.</p>
	<p>What to wear</p>	<p>What you normally wear to work.</p>
	<p>What to bring</p>	<p>Bring a notepad and pen.</p> <p>Water bottle if you need it.</p>
	<p>What to know and do</p>	<p>This is training about Work Health and Safety.</p> <p>It is about how to be safe at work.</p> <p>All staff will be there to learn together.</p>
	<p>Transport</p>	<p>The training will be at 2 Drive St, Fairfield.</p> <p>It is 10 minutes from work.</p> <p>You can catch the 205 bus from the office.</p>

Template:

What Happens Here

 <p>9:00 5:30</p>	<p>Start time</p> <p>End time</p>	
	<p>Breaks</p>	
	<p>What to wear</p>	
	<p>What to bring</p>	
	<p>What to know and do</p>	
	<p>Transport</p>	

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3.3 Support system and buddying

All employees have support in the workplace. Structured support traditionally comes from managers, supervisors, team leaders, CEO or the Board. Informal support systems are developed with colleagues by working together over a period of time.

Buddy systems are regularly used in the workplace to support new employees and are a great way to set up semi-structured support systems for your new employee.

What a buddy does:

- Shows the new employee around the workplace.
- Introduces them to other staff.
- Explains how things are done.
- Shares insights about the workplace.
- Offers help when needed.
- Is a friendly person to go to who is not a manager.
- Helps the person with tasks if they need.
- Includes the new employee in social activities.

It may be useful to have more than one buddy available to the person. This builds their network and ensures someone is available when needed.

“A good buddy is someone who is patient, a good communicator, friendly and open to learning new things.”

- Team Leader

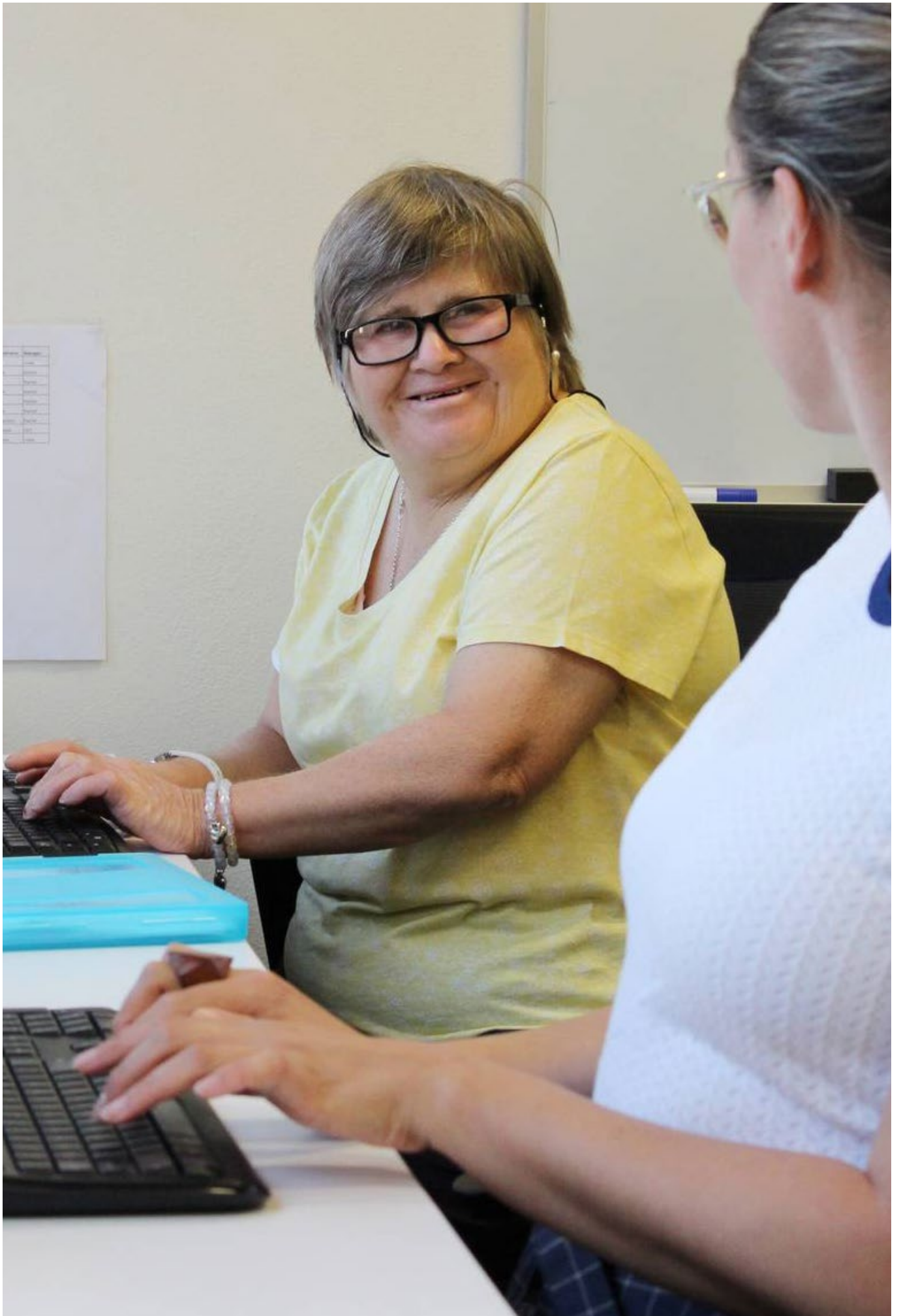
Managers meetings or structured meetings:

Regular structured meetings with the employees' manager are essential for success. The purpose of these regular meetings is to:

- Check how the person is performing in their job.
- To see if adjustments are working.
- Understand what is working well.
- Find out what is not working.
- Determine what needs to change to better support the person.

“Regular meetings ensure that little problems don't turn into big problems.”

- Manager



3.4 Professional development

Your employees with disability have the right to the same professional development opportunities as their colleagues without a disability. Professional development involves supporting your employee to think about what new skills they may like to develop and new tasks they may like to try.

Tips for professional development conversations:

- Take time to have these conversations, articulating career goals may be a new experience for your employee. It is likely to be an ongoing process of observing and talking about what they enjoy and what could be developed further.
 - Every employee is different. Some may be keen to take on new tasks and learn new skills, others may find it overwhelming at first. Follow the employee's lead, let them have control of the process.
 - Provide opportunities for your employee to try different tasks with the support of a colleague. This will help them decide which new tasks they may like to take on.
 - Support people services such as a DES provider may be able to assist in actioning goals and ensuring the required adjustments are made, to learn a new skill.
-

Example:

Professional Development Agenda



Open the meeting

- Start with a friendly catch up or ice breaker to create a relaxed atmosphere.
- Reiterate the purpose of the professional development meeting.



Add items for discussion to the agenda

- Add your items for discussion to the info sharing section of the agenda.
- Ask the employee if there is anything about their role they want to talk about. Give examples such as the tasks they are doing, the office space or colleagues.



Information to share

- Work through each agenda point together and discuss.



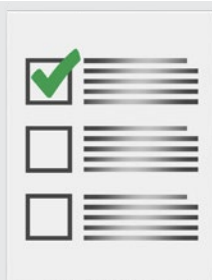
What is going well

- Ask the employee to identify aspects of their role they are performing well in.
- Break down components of the role to assist their thinking.
- Provide feedback on what you feel is going well.



What could be better

- Ask what is not going well or could be better.
- Reiterate this is their personal support and development meeting and they will not be in trouble for anything they mention.
- Break down components of the role again if necessary.
- Share what you feel is not going well in a constructive way with the view to providing additional support.



Actions to take

- Document any actions.
- Involve the person in the brainstorming, planning and solution.
- Check in about additional supports.
- Ask for any areas for further training or of interest.



Close the meeting

- Share what you appreciated about the meeting or the person and their role in the organisation.
- Thank the person for their input.

Support and development toolkit

This toolkit provides information and templates for managers to use in their professional development meetings with all employees. It is not essential to use these templates exactly. As they are, they might serve as a helpful guide to facilitate conversations.

Example:

Good Day and Bad Day

This tool looks at documenting what makes a good day and a bad day for your employee, along with the reasons why. It serves as a way to understand what matters to the employee and what supports could help them avoid a bad day. Support your employee to complete the Good Day and Bad Day tool, use this opportunity to open up a conversation about how to best support the employee.

This information can also be used to form part of a One Page Profile.

How to use the Good day and Bad day tool

- Use the template as a guide to ask the questions related to each column.
- Explore the areas that make a positive change and discuss how these can be achieved when the day turns bad.
- Reflect on each question and provide feedback if needed.

Good Day and Bad Day

Good day at work	Bad day at work
What happens that contributes to a good day?	What throws your day off?
<i>Getting to work on time. I know what work I have to do. Doing different tasks.</i>	<i>Not knowing what will happen.</i>
What do you look forward to doing?	What makes the day bad for you?
<i>Talking to customers and the people I work with.</i>	<i>People do not have time to talk to me. I cannot get help when I need it.</i>
Who do you look forward to seeing?	What makes you frustrated? Bored?
<i>My work friends. The regular customers.</i>	<i>Not having enough work. If my work is too hard or boring.</i>
What happens that gives you energy to deal with difficult situations?	What takes the fun out of your day?
<i>Having good support. Having a laugh. Talking to people.</i>	<i>Having no one to talk to. Not having anyone to help me if I need it.</i>

Template:

Good Day and Bad Day

Good day at work	Bad day at work
What helps make a good day?	What throws your day off?
What do you look forward to doing?	What makes the day bad for you?
Who do you look forward to seeing?	What makes you frustrated? Bored?
What happens that gives you energy to deal with difficult situations?	What takes the fun out of your day?

[You can download this resource on our website: www.cid.org.au/businessguide](http://www.cid.org.au/businessguide)



Online meetings checklist



A checklist is a list of things to remember to do.

This checklist will help you prepare for an online meeting.

On the last page you can add your own checklist.



It is good to start getting ready before your online meeting starts.



Get ready for an online meeting 30 minutes before it starts.

Example of Online meeting Checklist

↓ You can download this resource on our website: www.cid.org.au/businessguide



Plug your **device** into power.
A device is a computer, tablet (iPad) or phone.



Turn your device on.



Put your phone on silent or turn it off.



Plug headphones into device.

Yourself



Dress in your work clothes.



You may want to make a cup of tea or coffee.

Pour a glass of water for the meeting.



Check behind where you are sitting for the meeting.

Make sure it is clean and tidy.

Yourself



Do you want to take notes?

Have a pen and paper handy.



Have you been asked to prepare anything for the meeting?

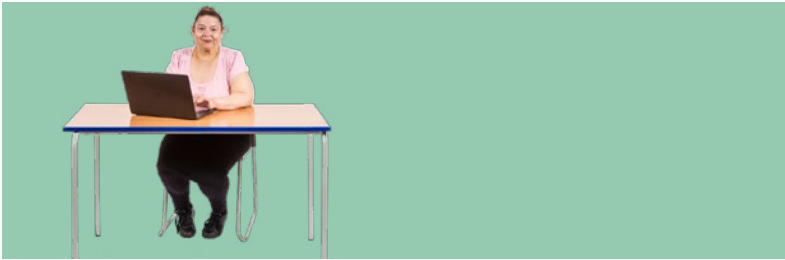
Prepare what you need.



Have you been asked to say something at the meeting?

Make sure you have what you need.

Work Health and Safety



It is important you are safe at work at at your workplace.

Some of the places you can work are

- The kitchen
- The cafe floor
- Behind the register.

These places must not make you sick or hurt.

This is the law.

It is important you know about being safe at work.

Tell your manager if you see anything unsafe.

The work health safety policy is the rules to keep people safe at work.

This is the easy to read form of the policy.

1

Example of a workplace policy in plain English

It is important that all employees understand the workplace policies. Consider making the important policies in plain English or Easy Read, to ensure that the messages are clear and everyone can understand them.

↓ You can download this
resource on our website:
www.cid.org.au/businessguide

How we can keep you safe and healthy



We have a First Aid Kit.

We have a kitchen and bathroom.

We have equipment and furniture you need to do your job.

We show you how to use the equipment for example the cash register.

We have

- Training
- Information

Employee Assistance Program



You can ring the Employee Assistance Program if you feel upset or worried about something at work or at home.

This is sometimes called EAP.

The people who run EAP Hospitality + Mind and Matter Consulting. Their phone number is **879 123 3456**

You can see a counsellor or talk to one by phone.

This is free for you.

Counselling is confidential.

No one at your workplace will know that you have seen a counsellor unless you decide to tell them.

More than just a job



Council for
Intellectual Disability



1800 424 065



info@cid.org.au



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Funded by the Australian Government Department of Social Services.

Let us know if this guide has been helpful by using the QR code to complete a short survey.

