Work Inclusion Program for Persons with Disability

Based on Accenture's methodology and experiences with the “Sin Barreras” Program
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1.1. What is disability?

The Convention on the Rights of Persons with Disabilities defines such persons as those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

The Certificate of Disability is the only public instrument acknowledging that an individual has a disability. Such certificate allows all persons with any type of disability to be entitled to the benefits set forth in Act 22,431.

Types of Disability

- **Mobility Impairment**
  Mobility impairment is the malfunctioning of one or more upper or lower body extremities, total loss (amputation), reduction (paresis) or loss of mobility (paralysis) and sensitivity of such limbs.

- **Hearing Disability**
  This disability makes reference to the various levels of hearing impairment, causing a disorder in verbal communication and language limitations.

- **Visceral Disability**
  This disability consists of the damage and/or functional limitation of one or more internal organs. Visceral disabilities may be: hepatic, renal, respiratory and cardiovascular.

- **Mental Disability**
  Mental disability is featured by a disorder in the adaptive behavior (psychiatric disorders). Work inclusion opportunities will require the individual to be treated and supervised by a mental health physician or professional.

- **Intellectual Disability**
  Intellectual disability is featured by a reduction or limitation of higher mental functions (thinking, language, learning, among others) and of the adaptive behavior.

- **Visual Disability**
  Visual disability is the lack of vision, vision limitation or disorders.

See Appendix: Guidelines for Developing Relations.

1.2. Work Inclusion

The International Labor Organization (ILO) makes a special statement on disability and work, the highlights of which are indicated below:

- Persons with disabilities are as productive and effective as any other employee.
- Personnel morale and teamwork improve when persons with disabilities are properly employed.
- In their everyday life, many people with disabilities develop a problem solving ability which is highly valuable in their work positions.
- The lack of social inclusion causes a person to be set aside from any activity, even within the labor environment. The invisibility circle (1) reflects the interaction emerging when these barriers exist:

  **WHY INVISIBLE?**

  Due to all kinds of barriers they encounter on a daily basis, persons with disabilities are secluded and invisible to society.

  With no access to these rights, goods and services, there is no inclusion.

To overcome these barriers, it is important to develop joint and cross work across all sectors within society, with the private and public sectors and the civil society interacting to achieve the inclusion of persons with disabilities, and develop the talent that they may contribute.

1) “Beneficios de la empleabilidad de trabajadores con discapacidad: de la intención a la acción”, Beatriz Pellizari.
Myths and prejudices regarding disability and work

To address these myths or prejudices it is important to understand that they are a direct result of disinformation. The situations we describe below occur where people have no knowledge on the subject of disability or have not experienced it through a relative, acquaintance or friend. Also, good and bad experiences over time have generated certain mistaken preconceptions regarding disability and the work environment.

Here are some myths and prejudices:

1. “According to the type of disability, people perform better at certain jobs”

People tend to be defined, considering that due to their disability, they maybe develop some sense or skill to perform certain tasks. For example: blind people are excellent perfumists or enologists because as they cannot see, they develop the olfactory sense much more. Or for example, people who are severely hearing impaired, as they cannot hear, are more focused and thus are good to work as data entry, programmers or are ideal candidates to work in sectors with loud machinery noise. If we work like this, we are not putting the person with their abilities, strengths and experiences first, but above all, we incur in a mistaken generalization.

2. “Employing Persons with Disabilities generates much additional cost”

From our experience, we may confirm that this is not the case. Sometimes it is necessary to adjust the workstation or buy a certain special software for the individual to perform, but often times, people have already solved that or else, the cost is not significant so as to consider them a major additional cost.

3. “To employ Persons with Disabilities, first I need to ensure that offices and the entire building is 100% accessible”

Although the ideal scenario is to have a fully accessible work environment it is not true that this is a barrier against employment. Not all mobility-impaired persons need ramps to move, or not necessarily do we need to think only in the difficulties that a wheel-chaired user will encounter as many times, this may be overcome without making a major building alteration.

1.3. Benefits

This type of programs generates large benefits for the Company, namely:

1. Talent: Professional talent is one of the major differentiating factors that organizations currently have in order to succeed in their businesses.

In many cases, it may happen that the best professionally skilled individual to fulfill a position has any kind of disability.

Companies that really value human capital within their organizations understand the need to make certain material or reasonable adjustments to enable the candidate to have the same professional skills and development than non-disabled employees.

2. Image and improvement of corporate reputation: The Company’s image may benefit not only externally in the market, but also internally, generating pride and a sense of belonging in the rest of the employees, who see and appreciate the contribution that these types of programs make to the community.

3. Improvement of the work environment: A work environment that appreciates diversity and respect generates a strong sense of belonging, responsibility and perseverance. Persons with disabilities who have overcome certain barriers to insert themselves socially, stimulate a positive change on their teams, and in turn, help us eliminate stereotypes. Sharing a daily activity, such as work, with a person with disability generates mutual learning and promotes teamwork and solidarity among peers.

4. Engagement: In a good inclusion experience, work appreciation for a person with disability is higher in terms of engagement. This generates low turnover, cost and training times reduction.

5. Tax benefits for the employer: Hiring persons with the Unique Certificate of Disability issued by the National Ministry of Health generates the following tax benefits for the Company:

   • Employer contributions: 50% exemption, only for the first year of employment.
   
   • Income tax: The Company receives 70% tax deduction from compensation to personnel with disability.
   
   • Gross Income: Applied pursuant to the legislation of each province.
CHAPTER 2

The Accenture Case
“Sin Barreras” Program
“We value diversity and respect for each other. From the onset, we work strongly to make all employees aware about disability. This allowed us to get the idea, educate and knock down myths and prejudices. Although initially the program was very positively received, we had to go through a maturity and learning process. Today, we may say that we have all made possible for this program to contribute to a better work environment, leverage talent and generate a positive image both within and outside the company.

It is necessary for each of us, within our own environment, to knock down those barriers that prevent full inclusion.

From our position, the commitment is to provide equal opportunities to all the people who are willing to overcome those barriers, and who are seeking development opportunities.”

Sergio Kaufman  
CMD of Accenture Argentina and HSA.

In 2006, Accenture created “Sin Barreras”, with the aim of facilitating the work inclusion of persons with disabilities, supported by Accenture’s track record as resource builder.

Accenture considers diversity as a value, and offers an inclusive environment, where the singularity of each individual is acknowledged, promoting personal respect and fulfillment. In addition, this allows the Company to attract people with talent and maintain a proactive attitude, so that persons with disabilities find at Accenture a job that allows them to perform under the same conditions as their non-disabled colleagues.

Today, with our vision of being active opportunity creators and resource trainers, we sustain this commitment to continue to grow.

2.1. Vision and objectives

Vision: Be active opportunity creators for all the people who have the skills to work at the Company.

Objectives: Facilitate work inclusion in competitive jobs for persons with disabilities, by:

- Focusing on the person’s skills
- Offering competitive jobs according to the candidate’s profile
- Making the cultural and infrastructure adjustments that are necessary to level professional development opportunities
- Providing professional support to inclusion
2.2. Key Success Factors

Over these past years, we have undergone different learning stages that allowed us to identify the most important elements to build this type of inclusion program.

As “Sin Barreras” is a program that was born from an initiative presented by one of our executives, we started our journey with a substantial part related to support and commitment, i.e. Sponsorship. Although we had a long way ahead, and knowing that this was a new topic for us, it was the leaders who were convinced about the benefits that we could obtain by opening our doors to people with disability who were looking for jobs.

The “Sin Barreras” program plan started with a critical pillar that is related to Training. We obtained advice from experts to learn about the various types of disability and their implications, in order to communicate all this information to the rest of the Company and take action in each area involved in the initiative.

The disability topic inherently entails myths and prejudices that can be noticed from the social look. However, the achievement of independence and full participation within society under authentic equal conditions and above all, work inclusion, is not only an objective from the social perspective, but also a right of each individual. In this regard, we understand that –as a company– we play a critical role to make it happen.

To achieve full inclusion throughout our journey, we have also learned that another pillar is related to the Support we must give to the person with a disability, watching that their disability is not a limiting factor for their professional career and potential. This follow-up allows us to monitor program results, guides us and helps us identify the necessary actions for the individual to perform just like their colleagues. This follow-up implies supporting the individual, their supervisors, and the work team as it equally important to support both the employee with disability and the rest of the team members who are responsible for their development within the company.

2.3. Lessons Learned

Over these past 10 years, we have learned that the maturity of the organization regarding the disability topic would occur over time, as we moved forward in our journey. We learned that we cannot demand from a person with disability more or less than what we demand from any other employee, and that it is critical for supervisors to work along this line to ensure equality, as once the adjustments are made, employees with disabilities do not deserve any differential treatment other than our follow-up to closely understand their situation at the company. At Accenture, year in year out we learn that the behavior and results of their performance appraisals is very similar to all employees’.

It is important to know that there are subject matter experts who may help us address difficult situations. In this regard, it is important to generate a network of contacts from OSCs, Public Entities and Companies that share our look on the subject in order to enrich our knowledge and continue to learn. It is also critical to involve our employees with disabilities when major decisions must be made.

For more information about external contacts, refer to “Chapter 6: Appendices and Reference Material”.
An inclusion program
Program implementation plan
This chapter provides an overview of the model that Accenture will develop in this manual and the importance of going through each of the model stages.

The model includes processes that are related to the organization’s readiness to start including persons with disabilities, and in turn, other processes that compose daily program operation.

Based on Accenture’s best practices, the recommendation is to follow this implementation. This will allow to keep all areas informed and prepared to face the change and ensure the program implementation success. The process to achieve the rest of the hiring –once a program of this nature is formally put in place – is composed of the following parts, detailed below. Follow-up is a significant part that allows effectiveness and efficiency upon hiring, not only for the candidate with disability but also for the receiving work team.

1. Program Implementation Model

<table>
<thead>
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<th>Decision-making</th>
<th>Program go-live</th>
<th>Pilot</th>
<th>Pilot Assessment</th>
<th>Program Expansion</th>
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</thead>
<tbody>
<tr>
<td>Take the first step towards the implementation.</td>
<td>Engage participants with Sponsorship.</td>
<td>Train the team.</td>
<td>Evaluate how the person with disability adjusts to the job and the work team.</td>
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<tr>
<td></td>
<td>Define roles and responsibilities of who will be the owners or go-to persons in each area.</td>
<td>Define an area and job for the pilot test.</td>
<td>Evaluate the individual and their adjustment to the team, and vice-versa.</td>
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<tr>
<td></td>
<td>Analyze program impact on the company.</td>
<td>Define the type of disability with which the project will start and evaluate accessibility required.</td>
<td>Define the expansion strategy.</td>
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<tr>
<td></td>
<td>Define the Inclusion process.</td>
<td>Communicate program start internally and to the entire Company.</td>
<td>Once the inclusion process is considered to be ongoing:</td>
<td></td>
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<tr>
<td></td>
<td>Define and prepare the internal / external program communication plan</td>
<td>Select candidate.</td>
<td>• Execute communication plan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Define the training plan.</td>
<td>Tailor the environment and analyze reasonable adjustments</td>
<td>• Implement Program management.</td>
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<tr>
<td></td>
<td></td>
<td>Raise awareness on work team.</td>
<td>• Staff the Advisory Committee</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Hire the employee with disability.</td>
<td>• Define program success indicators.</td>
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</table>

Engagement and impact evaluation
The program to include persons with disability within the Company is a change that impacts the organization on different levels. Therefore, it calls for previous planning to support such inclusion, mitigate the effects over work team performance and thus achieve an improved adjustment of the person with disability to the team, and vice-versa.

This preparation process will drive a higher commitment to include talented people with some kind of disability.

Detail of each Stage
Implementation Model

A. Decision-making

This is the first step to start working on this subject. A particular team or area may be interested and this may be proposed as an idea, but we consider that the fundamental step is to firmly decide to move forward and this implies a great deal of commitment and proactivity to achieve the following steps towards the implementation, the change and the results.

B. Program Implementation

B.1. Get Buy-in

To conduct this type of program, it is necessary to understand that we will be facing a change, and that each change process brings about an evolution, from awareness to engagement with the new situation.

In this case, we will talk about a change as a strategic decision which—as any implementation approach—must be anticipated and controlled.

Every change process mobilizes different fears, the main one being the fear of the unknown and in turn, the fear of not having the tools to address the new situation. Supporting the organizational change process by having awareness as the main goal, and informing and promoting an internal change in connection with the ongoing social myths and prejudices will allow to realize the openness and magnitude of what we are doing by adding more talent to our organization.

<table>
<thead>
<tr>
<th>Change Process</th>
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</thead>
<tbody>
<tr>
<td>Assimilation Curve</td>
</tr>
</tbody>
</table>

- AWARENESS
  - What is the program about?
  - What does this mean for the Company?
  - Why is the program implemented?

- UNDERSTANDING
  - Do I have all the tools?
  - Do I understand diversity as a value?

- ACCEPTANCE
  - How can I collaborate with the program?

- ENGAGEMENT
  - How can I engage with the program?

The curve describes the change process and degree of assimilation. The ultimate purpose is to engage the entire organization based on their role towards the program.

- If people do not accept the program, it will be difficult to hire the person with disability as part of the work team.
- If people are not engaged with the program, it will not generate a sense of belonging.
- If people do not understand and known, negative perceptions may arise.
The picture below splits all employees into three broad categories according to how they will be impacted by the program and the support required from them to implement it correctly. Everyone’s engagement and cooperation is required to ensure success. If all 3 groups work together, articulate their work with each other and are able to establish a strong Change Network, the program will be true and last, leaving footprints in the company's culture.

### CHANGE AGENTS
People who participate directly in the program (coordinators, functional owners, follow-up responsible parties).

The engagement and motivation of these people with the program is key, as they will lead the change across the organization.

### SPONSOR
Sponsors are the change legitimators. Without their commitment, the program will not achieve the right consensus across the organization.

### TARGET GROUP
The entire company, prioritizing those people of the work group who will receive the employee with disability.

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### B.2. Analyze the impact

Once the necessary role and responsibilities are clear to conduct and understand the program, the plan may be started under the following approach:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>KEY ASPECTS TO REMEMBER</th>
<th>BENEFITS</th>
<th>RISKS IF REMOVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the Company’s “Sin Barrera” Culture</td>
<td>Culture: Shared patterns of belief, values and assumptions. Understand how the current culture changes to achieve a new culture and make sure it remains for the long term.</td>
<td>Allows realigning behaviors to the new way of working. Shows the change was successful.</td>
<td>Change is not fruitful, people continue to have old beliefs, values, assumptions and behaviors.</td>
</tr>
<tr>
<td>Align and develop change leadership</td>
<td>Achieve sustained Engagement. Prepare leaders to lead the change themselves.</td>
<td>Successful change Effective support to Program stakeholders.</td>
<td>Efforts will not be made. No demand.</td>
</tr>
</tbody>
</table>
“It is all about being convinced that this is a critical part in our day-to-day, that we must open our doors to the talent that anyone can deploy in our organization”

Human Resources Lead for Argentina and Hispanic South America

All 5 key Change Management dimensions must be acted upon to ensure a successful implementation.

As mentioned in the key success factors, the involvement of company’s leadership is critical to support and make this change significant. Hiring people with disabilities and working on diversity policies through various programs is a strategic decision for the company. Decisions of this nature are made by leadership and they are the ones who must support the program, appointing leaders to conduct the program’s implementation and follow-up.

It is paramount to conduct communication actions correctly, identifying who the program implementation must be communicated to, analyzing the main areas that will have access to that information, and above all, how the program will be communicated. The philosophy to be adopted to start working on disability must be present when communications are sent out. An efficient and effective communication will allow a two-way dialogue throughout the process.

Consider that the people who will be impacted by the change will need to be knowledgeable on the disability topic and bring different skills to the table, according to the role they perform. Therefore, training refers to seeking the best way of developing knowledge, and support knowledge assimilation and application on a daily basis, as this will result in better results to achieve the goals set.

Regarding the organizational alignment, an impact analysis is suggested to understand how this program will affect the various areas within the organization.

In this way, a concrete approach will be ensured in order to provide the right tools and support needed by each area.

“The benefits resulting from our understanding on the disability topic are many. Work gives us identity and allows us to acknowledge ourselves. As Sponsors, it is critical to understand the magnitude and relevance of our role, and above all, understand that disability is an open door to anybody”

Managing Director and main Sponsor of the Sin Barreras Accenture Argentina Program.
The analysis dimensions include:

Knowledge and skills:
Describe impact type and characteristics of the new program on current employees’ knowledge and skills, and the new knowledge required to conduct the program. (HR will need to get trained on how to interview a person with a disability, how to support a team that hires a person with disability, etc.)

Roles and responsibilities:
Describe how the new program will impact current roles and responsibilities. Define what new roles and responsibilities will emerge, who will perform them and thus set role objectives, responsibilities, performance measurement schema, compensation and rewards schema, career, etc. (Define if some employees will have evaluation objectives related to the program, the program implementation and operation, etc.)

“Being part of the Sin Barreras Program allows me to take this experience to other countries and promote Diversity at Accenture as a value for each employee”

Human Capital & Diversity Lead for HSA

On processes:
Describe the impact type and characteristics of the new program on current processes, understanding current processes.

On technologies:
People with sensory disability (visual and hearing) will probably need to adjust to the use of certain technologies to be able to work under similar conditions as their peers. Thus, it is important to be up to date on the new technologies that are developed to knock down accessibility barriers. It is important to consider that all employees, supervisors and team colleagues must cope with these technologies. For them to become familiar, work must be conducted jointly, towards optimizing teamwork tasks.

On the organization:
Describe the impact type and characteristics of the new program on the organization, in terms of volume, organizational structure and levels, governance mechanisms as well as interrelation and coordination instances

Workload:
Describe if there is any change to the workload of employees as a result of the implementation of the new program. Establish if an employee or group of employees will have higher workload resulting from the program.

The analysis of the groups that will be impacted by the change, the definition of the desired “To Be” status and the development of the program’s own brand are the steps to follow when this change is planned. The following table provides a comparison between the benefits and risks if the change is not implemented or if they are removed:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Identify and analyze the groups impacted</td>
<td>Identify change sponsors, change agents and target groups, what motivates them and where they are positioned on the engagement curve.</td>
<td>Identify the areas that will be critical to the change success and enable an understanding of change needs.</td>
<td>Lack of support from the areas.</td>
</tr>
<tr>
<td>Define the “To Be”</td>
<td>Determine the level of desired understanding and engagement to understand where the change is pointing at. Identify the gap between the Change Plan “As Is” and “To Be” and define activities required to bridge the gap.</td>
<td>Highlights the skills/abilities required to managechange. Identifies clear change goals and allows obtaining a view of the To Be.</td>
<td>Lack of goal defined. People behavior (organizational values and culture) does not change</td>
</tr>
<tr>
<td>Develop a brand for the program</td>
<td>Create emotional responses &quot;Win hearts and minds&quot;. Provide name and identity to the program.</td>
<td>Increase acceptance and awareness levels. Enable change process.</td>
<td>Leveraged lack of engagement.</td>
</tr>
</tbody>
</table>
B.3. Define required roles and responsibilities

In this chapter we elaborate on the Program team staffing considerations. Based on our experience, we have determined certain roles that are key to the success of the Program.

<table>
<thead>
<tr>
<th>ROLE</th>
<th>DESCRIPTION</th>
<th>RESPONSIBILITIES</th>
</tr>
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</table>
| Program Sponsor | This group is composed of the organization’s top levels (Company’s President, CEO, Board of Directors). Their commitment to the Program is critical to provide the necessary support to achieve the involvement of the rest of the organization. | • Act as ambassadors of the initiative before the rest of the organization leadership.  
• Define the mission and vision, objectives and general guidelines of the program.  
• Represent the ultimate escalation level to move forward on a specific topic of the program.  
• Provide a strong presence at meetings, requesting status from each work team representative, and contributing with a critical look of the goals met or which are about to be met. |
| General coordination | A team to collaborate with the sponsor to define Program goals and watch for goal compliance must be appointed. This team must be staffed with people with a vocation for this topic, who are preferably willing to participate voluntarily. The time that the team will spend on this will vary according to the stage of the program. | • Coordinate the work program activities.  
• Articulate the various program liaisons (internal and external) with a cross look.  
• Watch that goals set with the leadership are met and report any deviation.  
• Schedule regular status meetings.  
• Reach out to external specialists and other institutions, as required, who might help conduct the Program. |
| Functional Owners | Employees from specific areas, whose participation is required for program processes  
They are responsible for executing tasks (by themselves or coordinating within their areas) to conduct the program. | • Take over the role of program leads within their areas, to coordinate internally and respond to the requirements that may come up in connection with their area.  
• Get trained and be up to date with the knowledge and tools that may enable the inclusion of people with disabilities in their areas.  
• Spread the knowledge gained into the disability topic within their work area to help increase the organizations’ engagement with the Program. |
| Advisory Committee | This Committee is composed by employees with disabilities who have more seniority, or are more related to the Program. | • Propose initiatives and validates actions, bringing the perspective of the person with a disability. |

To illustrate the roles and responsibilities structure, each party is articulated as follows:

This group is staffed with employees from specific areas that are relevant because they must be necessarily involved in the processes that make up the program.

Their main role is to be responsible for executing (by themselves or coordinating within their areas) the tasks required to conduct the Program.

The overall responsibilities of the functional leads are to:

• Take over the role of program lead within their areas, to coordinate internally and respond to the requirements that may come up in connection with their specific discipline.

• Get trained and be up to date with the knowledge and tools that may enable the inclusion of people with disabilities in their areas.

• Spread the knowledge gained into the disability topic within their work area to help increase the organization’s engagement with the Program.
The areas that should get involved in a program of this nature are provided below, as a reference. This may vary depending on the structure of each organization.

Recruiting

This area is responsible for receiving candidates, evaluating their skills and identifying which open positions within the company each individual may apply to, based on their skills and the jobs offered. This area also evaluates along with the Facilities Maintenance team, the potential building adjustments involved.

(See Appendix: Interview Guidelines – Questionnaire on Disabilities)

Performance Evaluation

Employees with disability must go through the same performance evaluation processes as their non-disabled peers. This makes people feel truly integrated into the organization, as irrespective of their condition, all employees are measured in the same way.

To ensure equal conditions apply, facing any performance evaluation process, the role of the Performance Evaluation department to track the development of employees with disabilities is critical.

Internal Communication

This area is responsible for the internal communication of actions, achievements, updates and any type of information to be communicated internally in reference to the program.

Facilities Maintenance

This area is responsible for making the necessary building adjustments or functional adjustments that are required to overcome a disadvantageous situation.

(See Appendix: Guidelines of requirements for accessible workstations)

“Sometimes we imagine that many building adjustments are required to transform our offices into accessible locations. However, with small and low cost changes, we can achieve many things. The secret is to work with experts and be advised. At Accenture we are continually seeking options to continue improving our work spaces”

HSA Workplace Lead

Training

This area is responsible for ensuring that all employees with disabilities can access the training courses that the Company wants to provide within the organization. For that, it must ensure universal design courses.

Following are some examples:

- Provide digitalized training for people with visual disabilities.
- Provide written material or sign language interpreters so that employees with hearing disabilities can participate in the training courses.

In turn, this lead will be responsible for planning, coordinating and executing the training sessions that are required by program coordinators in order to reinforce any specific issue that may come up throughout the program’s evolution.

“At Accenture, we review our annual Training curricula and work with global teams and vendors to ensure accessibility to all training courses”

Accenture Training Lead for Argentina and HSA

Institutional Relations

This area is responsible for positioning the organization in the market as a company committed to the work inclusion of persons with disability. This action seeks to communicate the program, encourage other companies to contribute their work inclusion efforts and attract more candidates from the community. Their actions are focused on graphic media and TV, application to awards, etc.

Rules and Procedures

This area is responsible for setting the internal regulation within the company in order to support Program objectives. Their participation is especially important as they represent the area that evaluates the level of employees’ engagement with the company’s Code of Business Ethics.

Systems – IT

His area is responsible for providing hardware or software tools that will allow the individual to adjust to the job in certain specific situations or when certain disabilities are present.
Complementarily to functional owners (defined by some specific task they perform within the organization), owners from each workforce and/or management divisions must be appointed to meet two objectives: promote the program internally and drive the recruiting of persons with disabilities.

Program operations sponsors

These are top executives within the operation. They are responsible for transmitting and ensuring the alignment of employees from their workforce and/or department with the program. These executives help promote the value of inserting persons with disabilities within their teams.

Individual responsible for tracking the program’s operation

This individual, who performs a certain function within the operations, is responsible for collaborating with the recruiting team to identify opportunities to incorporate persons with disabilities, establishing the best balance between the candidate and the job, focusing on the profile requirements. In turn, this individual is the owner or focal point within the operation who will receive questions or concerns from the employee with a disability, as this individual is more familiar with the tasks and objectives of the role than HR. This individual must be highly motivated and engaged with the Program because he/she will be closely related to the persons with disabilities who join the organization.
B.4. Define the inclusion program

Once the due diligence and testing phase are reviewed with all the areas that are ready to perform their role in the inclusion process, the program will start. Change agents and sponsors will take a secondary role, providing continuity and follow-up. It is there where the areas involved including persons with disability, work teams and functional areas assisting with the adjustment of the environment take a more leading role.

B.4.1. Recruiting Process

“At Accenture, all our open demand may be filled in by a person with a disability that meets the profile we are looking for. Going through the same interview process as any person without a disability allows us to evaluate and recruit on a foot of equality, making sure no disadvantage is generated”

Accenture Argentina Recruiting Lead

This is the journey for all inclusions. We start by establishing if the position may be filled by a person with a disability until the candidate’s hiring is confirmed, after going through the recruitment process.

Seek job positions to hire People with disabilities: The Company must define which will be the job positions where persons with disabilities may be included.

At Accenture all job positions are open for persons with disabilities. The person is evaluated, and if they are able to perform work with appropriate help, the individual may be considered for any open position that is suitable to their talent. Anyway, each Company will be free to decide which areas or job positions are most friendly to start with the inclusion and the types of disability they are willing to work with.

Publish the job search

Any recruiting process starts by detecting the need to fill in a position when a vacancy occurs. When this need arises, a job search is published. This job may be fulfilled by a candidate who may or may not have a certain disability.

It is important for the job publication to convey the organization’s values, interest and Corporate Citizenship commitment. This will make the offer interesting to a wider audience, thus improving the company’s external image.
### Job position diagnosis

At this stage, it will be key for HR Recruiting owners (who have already been trained on the disability types and degrees, and possibilities of inclusion for each of them) to evaluate the job description to determine if the job characteristics will not cause an impediment for the individual’s professional development (whether at present or in the future).

A correct diagnosis at this stage will avoid giving false expectations to the candidate or generate frustration that may damage both the program and the company’s reputations.

Some examples of this type of analysis would be:

- **Dexterity level necessary:** Movement of hands, fingers, ability to perform certain movements or force, etc.
- **Ability to perform physical efforts:** Bend down, reach to objects, move inside or outside the building, etc.
- **Hearing and visual ability:** Does the position require hearing in one or both inner ears? Optimum vision in both eyes?
- **Cognitive requirements:** Necessary attention or concentration level, stress level, information processing, etc.

### Search program candidate database

As the inclusion program is successfully communicated through the right channels, more persons with disabilities will be interested in seeking job opportunities within the company.

Besides, at this stage it is important to receive external support from Civil Society Organizations specialized on this matter, which not only can provide candidates but also advice throughout the work inclusion stage. Relations with other companies that have similar programs in place is also highly positive, as candidates may be mutually referred to and knowledge and experience can be shared.

These people will be included in the program’s candidate database, which will be inquired to identify potential job applicants.
B.4.2. Environment adjusting and candidate onboarding

Train, raise awareness and prepare the work team

Before the employee’s onboarding, it is convenient to have discussions and/or workshops with colleagues, direct supervisors and area heads where the candidate will be working in order to:

- Inform the type of disability of the new employee.
- Provide the team that will receive the individual with tools to facilitate inclusion.
- Respond to all kinds of questions or concerns that may arise, in order to eliminate stereotypes or myths.

Adjust the environment

As part of the adjustments required before the onboarding, physical and/or technical difficulties that may create an obstacle for the individual’s performance must be identified.

“Reasonable accommodation” means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (1) United Nations, 2006.

At this stage of the process, the interaction and involvement of Facilities Maintenance leads is key, as, according to the type of disability and each case in particular, the necessary technical support to facilitate the individual’s performance within the company is reviewed. These adjustments may take many forms:

- Building-related adjustments
- Software (e.g. screen readers, phone simulators)
- Sign language interpreters
- Special training
- Training materials

For more information, refer to Chapter 6 of Appendices “Guidelines on accessibility to jobs”.

Integrate the person with a disability

The next step after confirming the candidate is to start preparing the conditions to ensure optimum adaptation to the job.

If the company typically conducts orientation courses for new joiners, it is important that all new joiners whether with or without a disability be on a foot of equality in order not to make any difference.

This stage represents a great opportunity to communicate the program to all new joiners in order to raise awareness from the time any new joiner joins the company.

Typically, basic orientation contents should include the following:

- History and context of the organization’s business.
- Description and presentation of the inclusion program.
- Specific tasks to be performed
- Risk prevention.
- Contacts and go-to people who will provide support.

Environment adjustment and candidate onboarding

INTERVIEW STAGE
B.4.2. Follow-up

This stage consists of conducting regular meetings with the employee with a disability and with the work team. The meeting frequency will be set initially but will be reviewed according to the needs that arise.

Follow up goals are to:

• Determine if the person hired may properly perform job duties.

• Evaluate if adjustments or additional support is needed for the job.

• Counsel the employee with a disability to solve situations that cause distress in their job, as well as counsel the employer to solve conflictive situations to achieve the right work stability.

 Perform program follow up and evaluation tasks

Program maturity is monitored on a regular basis through follow-up actions. However, it is convenient to schedule a series of meetings to get more visibility into the progress and performance of the employees involved:

 Monthly work team meetings

All the areas within the organization that control the different aspects of the program (see function structure and description, Page 15) must be represented by one or more responsible parties. Progress towards the goals defined under the program is discussed at these meetings.

 Semi-annual supervisor meetings

Meetings with Supervisors / Managers of the teams where persons with disabilities work must be scheduled. At those meetings, program updates are discussed, concerns are gathered and actions that are agreed upon are followed up.

Employee Meetings

Employees with disabilities must be invited to participate in general meetings in order to integrate them with each other. These gatherings are an opportunity to communicate program updates, gather concerns and follow-up the actions that are agreed upon.

Bi-monthly Coaching Meetings

Bi-monthly meetings per type of disability must be held, inviting employees with disabilities according to the following categorization groups:

- Group with Hearing Disability
- Group with Mobility Disability
- Group with Visual Disability
- Group with Visceral Disability
- Group with Intellectual/Mental Disability

These meetings allow including employees with disabilities that share a common problem; gather concerns related to their day-to-day in order to solve them, and provide orientation, especially to new employees.

 Individual Meetings

Individual meetings (sporadic or on demand) must be conducted to follow up on the employee’s inclusion and address the corresponding topics. If necessary, an external professional specialized on disability may participate in these meetings.
Continuing with the program implementation, the last two phases are related to communication and employee training:

B.5. Define and prepare the communication and involvement plan

The purpose of the communication plan is to provide the right information about the program, at the right time and through the right means. This is key to achieve the desired commitment and involvement across the entire organization.

Establishing a communication plan will allow:

- Facilitating the future engagement with the inclusion program.
- Achieving the acceptance and engagement of leaders, key owners and peers of the new hire.
- Aligning the messages to the project vision.
- Reducing potential reluctance based on disability stereotypes or prejudices.

**Methodology to execute the communication plan**

1. Identify communication audiences, sponsor, change agent and target group.

2. Prioritize the communication strategy according to the desired degrees of assimilation.

As an essential part of the program implementation, the communication levels must be understood and later prioritized, differentiating target audiences and desired goals.

- At a first stage, the communication focus must be set on achieving the top executive level engagement through their awareness on the social problems of disability.

- Secondly, change agents must be engaged and trained, as they will be the ones who will conduct the project.

- Once these two previous conditions are generated, the rest of the organization may be approached, focusing not only on raising awareness but also on informing what it is expected from each member of the organization in connection with the program.

3. Define messages and communication channels to track the program

The following table describes the messages and appropriate channels for each type of audience:

<table>
<thead>
<tr>
<th>AUDIENCE</th>
<th>MESSAGES</th>
<th>CHANNELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsorship</td>
<td>• General Information • Status • Updates</td>
<td>• Regular meetings with program coordinators</td>
</tr>
<tr>
<td>Changes agents</td>
<td>• Program status • Future perspectives • Issues and Risks</td>
<td>• SharePoint • Mailing • Meetings</td>
</tr>
<tr>
<td>Target group</td>
<td>• General Information • Updated • Training Plan</td>
<td>• Office bulletin boards • Mailing • Meetings (individual work team) • Intranet • Media • Universities</td>
</tr>
</tbody>
</table>

B.6. Define the training plan

To ensure the successful program implementation it is critical to properly train all the employees who are involved in the program and require to be trained on any specific skill to support the program. The key is to make sure functional owners from each area are ready to take over their role within the program.

The following list provides details of the basic knowledge that functional owners must assimilate to conduct their role:

**Recruiting**

- Become familiar with the different types of disabilities, learning about different subjects that will allow them to determine if a person is suitable for a specific position.

- Understand the guidelines to conduct interviews.
Performance Evaluation

- Become familiar with the potential limitations that the person with a disability may have in connection with their job, in order to consider them when performance evaluations or a professional follow-up of the individual is required.

Internal Communication

- Learn about the program objectives and reflect the program’s philosophy in all communications.
- Get to know the audiences and objectives of the program communication.

Facilities Maintenance

- Become familiar with the various types of disabilities and the adjustments that they may imply.
- Obtain deeper knowledge of the general requirements in terms of accessibility and risk minimization of their jobs.

Training

- Become familiar with the different types of disabilities, learning about the topic and later generating value content for the courses to be conducted.

Institutional Relations

- Understand the program objectives in order to show them outside the organization in a representative fashion.

Rules and Procedures

- Obtain a detailed understanding of the processes and policies involved in the program, in order to audit the organization’s commitment towards them.

Systems - IT

- Learn about the types of disabilities and what kind of requirements may be needed in terms of systems, in order to identify the tools that may be necessary to implement in the future.

The contents of each type of knowledge have been dealt with and discussed throughout this manual. Anyway, particular aspects may be elaborated through the external links (See Appendix “External Links”).

The following table proposes a series of recommended activities to design the Training and Performance Support Implementation.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>KEY ASPECTS TO REMEMBER</th>
<th>BENEFITS</th>
<th>RISKS IF REMOVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design, development and Development and Training Plan</td>
<td>Significant changes will require specific training sessions for the work teams receiving the integrated person and for functional reference parties.</td>
<td>Ensure that the training is aligned with the needs of the person with a disability and for functional reference parties. Improve sustainability and consistency, developing reusable training material.</td>
<td>Employees are not ready or committed to change. Waste of time and resources recreating training.</td>
</tr>
<tr>
<td>Preparation for training</td>
<td>Coordinate training sessions and support activities based on the specific needs of the functional groups and the integrator team.</td>
<td>Improve knowledge and ability of trainers to train people accurately. Employees are aware of the training sessions they need to attend and complete.</td>
<td>Employees are not aware of training and what they need to attend. Trainers are not ready to conduct the training. Confusion about training logistics and waste of resources’ time.</td>
</tr>
<tr>
<td>Training Launch</td>
<td>Evaluate results, considering the goals, objectives and Expectations. Identify the effect and value of the training conducted and if it is necessary to propose new training.</td>
<td>Collaborate so that employees may efficiently go through the learning curve. Training makes sure that all employees affected by the change have all the knowledge and abilities to participate in the program.</td>
<td>Employees are not prepared for the change. Failure to adopt the understanding, risking the Inclusion of persons with disabilities.</td>
</tr>
</tbody>
</table>
C. Pilot

Before launching the program massively, it is convenient to conduct a pilot test for a specific job in order to test the organization’s degree of maturity with the operating model.

It is worth mentioning that this is intended to test process effectiveness and the program’s internal consistency and not to evaluate the abilities that a person may have as a result of their type of disability.

This stage model may be presented as follow:

<table>
<thead>
<tr>
<th></th>
<th>01</th>
<th>Train HR to select candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>Define an area and job for the pilot test</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Define the type of disability for the pilot test and evaluate specific adjustments</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Publish the job search</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Conduct interviews and select candidates</td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Adjust the environment</td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>Raise awareness and prepare the work team</td>
<td></td>
</tr>
<tr>
<td>08</td>
<td>Incorporate the Person with Disability</td>
<td></td>
</tr>
</tbody>
</table>

Training Human Resources on how to conduct successful interviews to Persons with Disabilities is critical to start the process.

If the company considers that there is a specific area that is more flexible or has certain facility in place to think about the necessary adjustments that the person may require, that should be the starting point.

D. Pilot Evaluation

The pilot evaluation allows validating the maturity level achieved by each of the areas involved as well as their engagement with the change. An evaluation at this point will allow us to analyze whether it is feasible to continue hiring through the process agreed upon in the previous phase, and in turn, when positive results are obtained, start planning the expansion.

To go through this stage, we will consider:

1. The adjustment of the individual to the job and work team
2. Ensure the person with a disability is comfortable with their inclusion process and analyze options if that is not the case, considering if there are any failures in previous processes.
3. Evaluate the team’s adjustment and their commitment to the topic. Make sure they have the tools and information to manage it on a daily basis, in addition to the support they may receive from the program.
4. Check the successful operation of program-related processes. Implement the necessary adjustments where room for improvement has been identified.

This last analysis prepares us to understand whether we are ready to plan and define our internal program expansion strategy. This also brings about an extended communication strategy, especially the external communication, where we will intend to reach more people with disabilities who are looking for jobs and meet the requirements of our job searches.

Execution of program-related processes

1. Public entities offering Employment Exchange Programs, Organizations of the Civil Society who have candidate databases or publish external searches and promote the existence of diversity programs may be used as Recruiting sources.
2. Conduct interviews and select candidates.
3. Make the reasonable adjustments according to the individual needs
4. Provide advice along with Change Agents and the General Program Coordinator regarding responsiveness and awareness of the team that receives a person with a disability.
5. Inclusion of the individual under the program's framework
E. Program Expansion

After all the adjustments are made and the model consistency is tested across the organization, a mass implementation to the rest of the Company may follow.

1. Execute the Communication Plan

Once the inclusion process is consolidated, a communication strategy may be implemented. Through the various channels available, the entire company must be aware and informed about this topic, prioritizing the change message we want to install.

The specific information needed by the functional areas of the program which require deeper comprehension due to their degree of responsibility will be provided subsequently.

2. Program Management Go-live

It is at this stage where all the areas involved in the program articulate their work cross-wise. Each area will conduct its task plan along with general coordination support.

3. The Advisory Committee

When a considerable number of persons with disability are working at the company, the suggestion is to staff this Committee with the main objective of obtaining an opinion about the program progress. This Committee will also work as the main ally when a new inclusion initiative or project needs checking. Having the feedback of the employees with disabilities is the best way to check if we are on the right track.

E.4. Define program success indicators

This refers to analyzing those data elements that will allow us to understand the program evolution and produce appropriate metrics that will help us understand trends and evolution, benchmark and identify improvements and make strategic decisions about any event that may come up during program execution. A set of metrics that may be applied is based on the number of monthly hires and exits of persons with disability, differentiating by type of disability, attrition, sources to receive resumes, results of annual reviews, career development, etc.

F. Commitment and impact evaluation

During the entire inclusion program, we must reaffirm our engagement and evaluate the impact generated on the different areas, not only in connection with the business but also in terms of the company’s values, the impact on the company’s reputation in the market and above all, the increased commitment of the entire community of employees with and without disabilities.
CHAPTER 4

Value Chain
Once we gain experience on this topic, it is important for us to share them with the rest of the community.

We may think about ways of generating an impact on the community, in Civil Society Organizations and also work internally with Company providers.

At Accenture, we consider that this is an essential activity to continue to grow and provide opportunities. We work along with our service providers, ensuring them support and the opportunity to include Persons with Disabilities in their headcount to provide the services they deliver at our buildings.

Besides, when there is a possibility to assign resources who will work providing services at a client location, from the program we make sure we provide all the support so that the employee and the client may work in the best way.

Adjustments are made based on each need and above all, these opportunities bring about the possibility to continue preaching our inclusion message.
CHAPTER 5

Examples of Adjustments
We think it is important to share how we solved specific adjustments as, in addition to the “Reasonable” accommodations mentioned above, there are other types of adjustments that may be made in each case.

**Case 1**
An employee with visceral disability cannot work full time Mondays through Fridays, as it has to go to dialysis 3 times a week and additionally, he is a college student. The schedule of his treatments plus his college schedule did not give them flexibility to think about a job opportunity.

We must consider that in the cases of persons with visceral disability, the disorder is related to a vital organ, therefore, health is extremely important. At Accenture we have identified an assignment for the individual to be able to work twice a week at the office and be on call Saturdays / holidays. If the company already has work flexibility policies in place, it will just need to tailor them to the need of the specific individual.

**Case 2**
An employee with Cystic Fibrosis must undergo some specific health treatment composed of daily nebulizations with antibiotics and decongestants, a special meal plan, physical therapy on a daily basis and outpatient hospitalization twice a year.

In this case, the possibility of a part-time position was considered. This allowed her to meet her work schedule without impacting on her treatment.

**Case 3**
An employee with bilateral hearing disability uses hearing aids and finds it difficult to make phone calls. In principle, a position where the telephone was not a barrier to his career development, performance and learning was sought. To compensate the use of the telephone, the employee handles daily work with an internal chat tool and via email. If the employee has to attend meetings where some people join in via conference call, the team writes up a meeting minutes by typing the main ideas of telephone participants or else personally translate what telephone participants are saying. In those situations, the intention is for the person who is on the other side of the line to consider that an employee with hearing impairment is present at the meeting, so they must talk slowly.

**Case 4**
An employee has a mobility impairment (quadriplegia resulting from a bone marrow injury) and needs to be accompanied by an assistant. As she is dependent on her assistant to start the day and then get to the office, wash herself, feed herself, etc. the aim is to support her and understand the flexibility she requires to comply with her workload. In this case, we simply adjusted the business hours (entry and exit times) for the individual to keep her assistant without damaging her work times.

**Case 5**
An employee has a mobility impairment, a syndrome featured by uncontrolled and involuntary movements in several body parts, especially in facial muscles and distal limbs.

This spasticity does not affect his capacity to type and handle a PC, he simply adds an external keyboard to his notebook. It is complicated for him to take down notes with a conventional notebook and a pen so he uses a whiteboard and markers for his notes.

**Case 6**
An employee with Pigmentary Retinopathy has little vision and loss of visual field. When she joined the company she did not have much difficulty and was independent. However, as she suffers from a progressive disease, she started to have increased difficulty. In parallel, her project had to move to a larger building. We made the arrangements so that she can better adjust to the space provided.

We are supported by a Civil Association specialized in this subject, that helped us find skilled professionals to help her be more independent. In addition, some adjustments were made in the building such as signage on columns, elevator lobby, and stairs. Besides, in order to work on her PC, she uses Magic – a special software to improve contrast, colors, definition and zoom.

**Case 7**
A blind employee uses JAWS, a software that translates everything displayed on the screen into voice. He uses the PC and is a programmer. In his daily tasks, he interacts with people from other countries over the phone, so a potential improvement was identified so that he does not need to use both call and software sounds. The solution is Focus Braille, an electronic device that allows blind people to read in braille all the information displayed on a computer screen or other digital devices. This device is added to the conventional keyboard and displays dots that transcribe the information.

Tactile access provides a fundamental dimension to the user, as it simplifies the understanding of graphic aspects. In addition, it has keys to scroll across the screen in all directions, making it faster and allowing him to detect text attributes, such as line number, if the font is bolded, if there are spaces, text underlined, etc. This device is used by all employees who are blind. Additionally, this group of employees receive their payroll receipt printed in Braille.
A mobility impaired employee is a wheelchair user. When the possibility to work directly at the client site arose, we approached the client to provide information about the Sin Barreras program and offered a building accessibility review to identify minor adjustments that our employee might need. Finally, a ramp was installed at the main entrance of the client building and the doorbell was lowered. This allowed us not only to share our inclusion experience but also work with the client to make sure we were not missing an opportunity to incorporate a talented person in their offices.

An employee with mobile impairment and serious balance disorder had some postural difficulties with conventional office chairs. Options were evaluated taking into account medical recommendations and he is currently using a conventional chair but with higher back support. Additionally, in order to enjoy the Home Office benefit and carry his notebook, he uses a carry-on bag to alleviate weight. For these and other cases as well, after reviewing security and accessibility matters, remote access is provided or two battery chargers are made available for the employee so that he does not have to carry them back and forth along with his notebook.

An employee with bilateral hearing impairment uses hearing aids on both inner ears to amplify her hearing. She has good residual hearing and can make phone calls. However, conventional headsets are not enough to provide the sound accuracy she needs. We worked together to review the best quality options and finally we found the right headset for her case. This allowed her to continue to participate in conference calls and use the phone. In addition to her headset, she has a device connecting different electronic devices via Bluetooth that allows sound to be received directly by the hearing aid, cancelling external noise.

An employee with severe bilateral hearing disability finds it difficult to participate in group training sessions. In order to make sure she receives all the information that will be key to her daily work in the future, a sign language interpreter is provided. It is important to highlight that in all other work situations, some adjustments were made to her team to help her, such as receiving group business meeting minutes, respecting turns in discussions, speak slowly to her, etc. But in these cases where she needs to gain new knowledge, the possibility to have the sign language interpreter is important.
Appendices and Reference Materials

Guidelines for Developing Relations.

Guidelines for Interviews – Questionnaire on Disability.

Accessibility Requirements for the Job.


CHAPTER 6
A few guidelines that may help daily relations with persons with some kind of disability are presented below.

**Mobile Impairment**

- Offer assistance if the person requests so or if it is evident that they need it.
- Always ask how to help.
- Do not hang things from or lean on a wheelchair.
- Talk directly to the person who is in the wheelchair, not to the person next to them. If the conversation lasts longer, lower yourself to be at the same height.
- Do not move the wheelchair, canes, walkers or crutches without asking for the owner’s permission.
- Feel free to use expressions such as “you are running” when referring to a wheelchair user, they will probably say something similar.
- Individuals who use crutches, canes or walkers have their own walking pace. Try to keep their pace.
- Do not move the wheelchair, canes, walkers or crutches without asking for the owner’s permission.
- Persons with physical disability may have involuntary movements of legs and arms and may have weird face expressions.

**Visual Disability**

- If you walk with a blind person, do not grab their arm. Let them hold on to yours and walk one step ahead of them.
- If something is offered or indicated to the person, tell them what it is and inform them the exact location. If necessary, take their hand and make them feel the object. Use statements to orient the individual.
- When you move or change furniture around, inform the person; do not leave obstacles on their way.

**Hearing Disability**

- Call their attention with a sign before talking to the individual, stand always face to face, they need to see your lips, articulate clearly without exaggerating or yelling. Use short and simple phrases.
- At crowded seminars or events, it is convenient to have a sign language interpreter, and the deaf person must be seated on the first row.
- In a group meeting, lay out the chairs in a circle as this facilitates visibility of all meeting participants. Respect conversation turns.

**Visceral Disability**

- In this type of disability is critical to know which organs are affected, and that is the treatment the patient is receiving to determine if there is any kind of incompatibility between the function to be performed and the individual’s healthcare.

**Intellectual Disability**

- Talk to the person with the disability, not to their assistant.
- How you treat them should be suitable to the age of the individual, do not treat them as children.
- Don’t be afraid, the condition is not related to them being aggressive.
- If the individual has difficulty to speak, pay much attention without being impatient.
- Do not complete the statement of the person who is talking.
- Don’t hesitate to ask them to repeat if you did not understand.
- Use simple words and concepts, or concrete examples and/or demonstrations.

**Guidelines for Developing Relations**

- If what you are conveying is highly critical information, it is better to ensure their understanding by writing it down.
- If you don’t understand immediately what the deaf person is saying, ask them to repeat. You are not making them uncomfortable by doing that.
- Facilitate their relationship with other people.
- Avoid overprotection.
- Let them do or try to do everything they can by themselves. Help them only when it is really necessary.
- Avoid stressful situations and pressure when assigning work tasks that may take the person to suffer a crisis.
Guideline for Interviews
Questionnaire on Disability

Information File

Personal Information

Name and Last Name: Date:

Type of disability and diagnosis

Mobility

Move: Walking Cane Crutches Wheelchair

Others:

Prosthesis and Orthosis:

Hearing

Sign Language Verbalized Lip reading

Languages

Hearing aid Cochlear implant

Visual Cane Braille Amplified Ink

Software

Hearing aid Cochlear implant

Visceral

Prescribed Treatment:

Mental

Prescribed Treatment:

Disability source and cause

Congenital Acquired

Causes:

Disease progression

Conditions:
Interviewing Candidates

General guidelines to consider for interviews

- In the first contact, validate the type of disability with the candidate.
- Find out if special considerations are needed for the person to physically attend the interview.
- Make sure the interview room is accessible.
- The job description must be as detailed as possible.
- Consider that, above all, people with disabilities are persons, treat them properly (do not treat them as children, do not pity them, do not have preconceptions, etc.).
- If programs to include employees with disabilities are in place, comment the goals and functions of those programs, at the interview.
- The interviewer must be informed and communicate to the candidate the policy or stance of the Company regarding employees with and without disabilities.
- Generate harmony and ask everything we need to know about the candidate’s disability.
- Request collaboration from the interviewed candidate to understand what their disability is as well as their implications, because typically interviewers are not physicians.
- Always consider that the job position cannot be generalized with the type of disability.
Specific guidelines for each disability type

Visual Disability

• Make sure the candidate understands how to get to the office.

• Receive the candidate once they enter the building to guide them to the interview room. We must ask the candidate how they prefer them to be guided, by holding their arm or else walking a few steps ahead, with their hand on our shoulder.

• Briefly introduce all the people who are participating in the interview.

• Do not make an effort and try to replace words such as: see, look and blind; do not skip them, blind people also use them regularly.

• If you notice that the person at some point needs help, the main questions to ask them are; 1) Do you need help? And if the answer is yes, how can I help you?

Hearing Disability

• Try to conduct the interviews in rooms that have acoustic panels and avoid places such as coffee corners, cafeterias or open office spaces.

• Never talk to the candidate if they are not facing you. Do not talk to the candidate if they have their backs facing you, and do not cover your mouth with your hand while speaking.

• It is necessary to call their attention with a sign (moving your hand in their vision field or lightly patting their shoulder).

• If the people who will participate in the interview are many, the right thing to do is to lay out the chairs in a circle as this facilitates good visibility for all participants. It is important to respect conversation turns.

• If what you are conveying is highly critical information, it is better to ensure their understanding by writing it down.

• Articulate properly, without exaggerating and shouting. Do not speak fast.

• If you notice that the person at some point needs help, the main questions to ask are; 1) Do you need help? And if the answer is yes, how can I help you?

Mobility Impairment

• It is important to conduct interviews preferably in rooms located on the ground or lower floors of the building, with high space availability. This saves waiting time at elevator lobbies, and discomfort.

• Feel free to use expressions such as “you are running” when referring to a wheelchair user, they will probably say something similar.

• If you notice that the person at some point needs help, the main questions to ask are; 1) Do you need help? And if the answer is yes, how can I help you?

Visceral Disability

• Treatment is a priority and is non-negotiable. Job positions suitable to each individual will be sought.

Mental / Intellectual Disability

• Work along with organizations specialized on the subject that may provide multi-disciplinary support.

Once the interview is scheduled, it is key to find out (without making the person uncomfortable) about their disability. For this, make questions that will later allow you to decide if the candidate's disability will be an impediment or not for their professional development.

Psycho-technical aptitude test

After the work interview has been completed satisfactorily, routine pre-employment tests should follow. (as with any other candidate joining the Company),

Regarding the psycho-technical aptitude test, it is convenient for this test to be conducted by a psychologist specialized on disability, so that the psychologist may complete the definition of the person's profile and determine if the disability will be an impediment or not to undertake a permanent job.
Accessibility Requirements for the Job

Building Accessibility

Immediate environment

- Check for lack of obstacles or dangers that may prevent horizontal circulation.
- Clear floor space of 1.50 m of minimum width must be ensured at all times.

Interior of the Building

- Elements that may be entrance obstacles, such as columns, must be properly contrasted.
- The location of doorbells and buzzers must be evaluated.

Building Entrance

- The main building entrance must be accessible. If in order to make it accessible, the construction or installation of a ramp is necessary, it is convenient to have steps as an alternative access up.
- Check accessibility of handrails.
- Accessibility of front doors in terms of dimensions, color, material and door handles must be evaluated.
- It is also necessary to evaluate the possibility to install automatic doors with properly signaled edges.
- On both sides of the door there must be a clear space at the same level (at least 1.50 m in diameter) to provide the right space for mobility impaired persons to move around.

Furniture and accessories

- Lobby dimensions must allow a person with reduced mobility to move freely (in no case less than 1.50 m in diameter).
- Reception areas and counters, interior doors, corridors and, of course, all building facilities must be accessible.
- Interior signals and information signs must be clearly perceptible by any individual.
- Lighting, colors and contrasts among walls, floors and doors must be evaluated.
- It may be necessary to install magnetic loop systems for hearing prosthesis users (hearing aids and cochlear implants) and sound amplification in meeting rooms, interview rooms, conference rooms, lobbies, etc. and they must be properly signaled.
- There must be information notices and signs as well as voice recognition systems in place.
- Guidelines as to how to address persons with different limitations are advised to educate staff. Likewise, staff must have minimum knowledge on the subject or be provided with sign language interpreters.

Platform and stair lifts

- It is convenient that stairs and ramps be combined to expand the group of people who may use them.
- The first and last step of the staircase must be marked with contrasted texture and color.
- Lighting should avoid glaring upon ascending and descending the staircase. If the natural light of staircases is low, it must be increased with artificial lighting.
- Staircase landings must have a minimum area of 1.20 m. Landing width shall be equal to the staircase width, at least. This will depend on the flow of traffic and building use.
- In long ramps, insert intermediate plateaus (at least, every 9 m of horizontal projection) to provide user rest.
- These devices provide a solution to stairs for people with disabilities. Inclined or vertical platform lifts are available.
- Inclined or vertical platform lifts are available.
Signaling and access

- Accessible restrooms will be identified (signage) with the international Accessibility sign.
- The restroom access door must be wide enough to allow easy access of a wheelchair, or a person who uses canes or crutches.
- The restroom access door should be capable of being locked on the inside, indicating if the restroom is vacant or engaged, and releasable from the outside.
- The door lever must be easy to handle and operate. The door lock should be releasable from the outside, and the lever design and size should be made to fit people with hand mobility impairment.
- The door should preferably open outward. If that is not possible, a sliding door should be installed instead.

Interior size

- Interior restroom size shall allow a free space of 150 m in diameter outside the door run. This will allow a wheelchair user or a person using canes or crutches to move comfortably and safely.

Restroom Fixtures

- Sink: If possible, the sink should be mounted on a frame to allow regulating the sink’s height.
- The sink shall have no stand or cabinets underneath that may prevent a wheelchair user from approaching it frontally.
- The faucet should be lever operated, push type.

Toilet: The toilet seat should be at 45-47 cm height to facilitate transfer (from the wheelchair to the toilet and vice-versa), seating and raising.

- The toilet should have at least one, or if possible, two, clean floor areas (one at each side of the toilet) to place a wheelchair and allow transfer to/from the toilet seat (free space greater than or equal to 75 cm).
- The toilet should have two grab bars properly fixed to allow leaning on or grabbing firmly for transfer to/from toilet seat.
- The support bar located next to the toilet should be foldable (if the toilet may be approached from both sides, both support bars should be foldable, and shall be placed 35 cm away from the toilet axis, and be 70-75 cm high).
- It is convenient that one of the support bars have a toilet paper dispenser.

Toilet flush: Toilet flush should be hand operated, allowing people with hand mobility impairment to operate it through a large push button or a lever.

Work Environment

- Ensure the employee can easily reach and operate all the elements of the workstation.
- Distribute materials, furniture items and equipment properly.
- There are specific technical guidelines to facilitate operation and reach (special telephones, adjustable shelves, long reachers, etc.).
- The desk must be ample and allow mobility to change posture. It should be compatible for wheelchair users in terms of height and right shape.
- The chair should be seat height-adjustable and revolving. The backrest height depends on the challenges and needs of each user.
- Depending on the activity, arms may rest on the desk or the chair, therefore the chair should have adjustable, ample and properly padded armrests.

IT equipment

- Both the computer and the environment must be accessible to each used.
- All computer elements must be reachable by the user and favor comfortable work positions.
- The keyboard must be independent from the screen, and adjustable.
- The monitor should be large enough and located between 45 and 60 cm away as a general rule (although it may be placed at other distances according to the nature of the employees’ disability).
- There are a series of technical aids that may be used to facilitate computer handling for persons with disabilities: typing aids (pointers, sticks, etc.), keyboard supports and configuration (accessibility features), special keyboard and mice, keyboard and mouse emulators, computer access software (image magnifier, voice synthesizers, voice recognition, etc.)
Environmental Conditions

• Lighting should be appropriate and enough but should avoid glaring (for example, by using screen filters and curtains) as well as have a noticeable contrast, always preferring mate finishes.

• For people with visual disabilities it is necessary that each individual tailor lighting to their personal needs.

• Air conditioning should be moderate, as well as noise, taking all necessary action to solve excessive noise (partition walls, provided they do not isolate the individual with hearing disabilities, or noise absorbent materials).

• When employees are at their workstations they should always be communicated through environment conditions that maximize their visual perspective.

Accessibility to the workstation

• In addition to tailoring the workstation from the ergonomic perspective, workstation accessibility for an employee with a disability must also be ensured, altering facilities so that the employee can perform their duties normally and independently.

• Restrooms, building accesses, elevators, doors, signage, etc. must be checked, and if necessary, adjusted.

• Emergency signage shall include light signs and sound alerts that will be located where employees can easily sport or detect them from all workstations.

*For more information, refer to: [www.buenosaires.gob.ar/copidis/recursos](http://www.buenosaires.gob.ar/copidis/recursos) to access the Universal Design Manual.
Reference Material

CAME
Benefits of employability of workers with disabilities from intention to action.

ISALUD
Project design oriented to Persons with Disabilities, focusing on Human Rights.

Curso Concientización e información acerca de la Discapacidad
Julieta Moranzoni.

Accenture Methodology – Change Management

Copidis. Guía de Información para Personas con Discapacidad


IBV – Bancadis, Valencia
Resources for adaptation and accessibility in offices – examples and good practices.
Accenture is a leading global professional services company, providing a broad range of services and solutions in strategy, consulting, digital, technology and operations. Combining unmatched experience and specialized skills across more than 40 industries and all business functions—underpinned by the world’s largest delivery network—Accenture works at the intersection of business and technology to help clients improve their performance and create sustainable value for their stakeholders. With more than 358,000 people serving clients in more than 120 countries, Accenture drives innovation to improve the way the world works and lives.