

Recruitment & Development of Staff with ASD E-guide

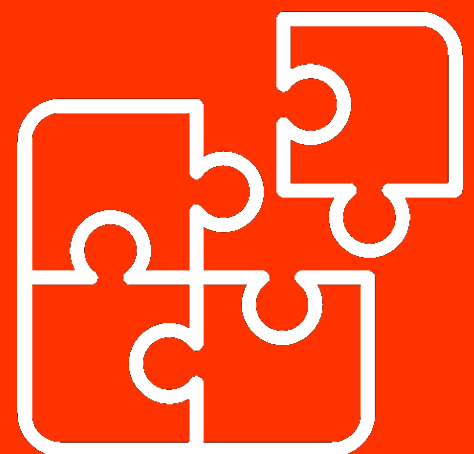


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Autism in SMEs and Social Policies

1



1. Corporate Social Responsibility (CSR)

CSR is defined by the European Commission (EC) as companies' responsibility for their impacts on society - becoming socially responsible by integrating social, environmental, ethical, consumer, and human rights concerns into their business strategy, following the law and in close collaboration with their stakeholders, with the aim of maximizing the creation of shared value for their owners/shareholders as well as for civil society. EC includes in its CSR definition the following elements: Labour practices, such as human rights, work, and training, diversity, gender equality, workers' health, and well-being; Environmental issues such as biodiversity, climate change, efficient use of resources and pollution prevention; The fight against corruption; Involvement and contribution to community development; The inclusion of people in a situation of inequality; and Consumer interests and benefits. However, there is no universal definition for CSR.

1. a. The Value and impact in SMEs and society in general

An organizational culture that promotes CSR offers clear benefits to an organization, such as: Attracting and maintaining qualified human capital in the organization, simultaneously promoting their motivation and increasing their productivity; Attracting and retaining customers, partners, suppliers, and investors who want to collaborate with the social cause; Resilience to manage risks and crisis scenarios; Promotion of a more positive image of the organization; etc.

1. b. CSR Requirements, Methodology, and structure

For SMEs to develop and apply their SR policies, it is necessary that they first guarantee and comply with the responsibility for their impacts on society and respect the applicable legislation and the collective agreements between social partners. To fully fulfil their CSR, companies should follow certain requirements as well as have in place a process that should at least cover human rights, labour, and employment practices (such as training, diversity, gender equality, etc), environmental issues (such as biodiversity, climate change, resource efficiency, etc.), and combating bribery and corruption. And increasingly, the integration of people with disabilities in companies, as well as community involvement and consumer interests, rather than being part of the CSR agenda, must be given greater weight in the development of these policies.

So where should companies start?

1. Follow their own vision and mission;
2. Identify the stakeholders;
3. Assess which SR areas employees and other stakeholders consider most relevant to develop;
4. Write down a proposed CSR strategy and disseminate the CSR proposal widely among all stakeholders;
5. Finalise the CSR strategy with the stakeholders;
6. Implement the CSR strategy gradually;
7. Review CSR: Conduct this assessment annually.



2. Inclusive Employment

Article 27 of the UN Convention on the Rights of Persons with Disabilities (CRPD) says that every person with a disability has the right “to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities”.

Inclusive employment means that anyone with a disability can work alongside their non-disabled peers in the competitive labour market with the assurance that they will not be segregated or excluded because of their disability.

2. a. Value and impact

Hiring a person with autism adds value to the company's overall diversity, which will contribute to a greater ability to meet a customer's needs, creativity, innovation, and product accessibility. Generally speaking, companies that are committed to diversity and inclusive work are more successful, make better decisions, have a stronger focus on the customer, have greater ease in attracting and recruiting people, and have their cultural values reinforced, increasing the company's reputation and the organization itself. Likewise, it reinforces the company's brand as an inclusive employer and therefore attracts the best talent.

2. b. Requirements

For genuinely Inclusive Employment some aspects have to be considered:

- 1) It has to be suitable and match the person's interests and skills;
- 2) Supports and adjustments should be extended to family members who care for and support their disabled relatives;
- 3) Employers have to have access to and use appropriate tools to ensure that their workplaces are inclusive and "free" from any form of discrimination.

To accomplish this, there are a set of requirements, according to the UN Convention on the Rights of Persons with Disabilities, that a company can follow:

1. Prohibit discrimination based on disability with regard to all matters concerning all forms of employment;
2. Protect the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work;
3. Ensure that persons with disabilities are able to exercise their labour rights on an equal basis with others;
4. Enable persons with disabilities to have effective access to general technical and vocational guidance programs, placement services and vocational and continuing training;
5. Promote professional opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment;



3. Autism Spectrum

3. a. What do we mean by "Autism Spectrum"?

Autism is a lifelong developmental disability that affects how a person communicates with and relates to other people. Autism results from alterations in the development and maturation of the central nervous system. As it is a developmental neurological condition, this means that the brain of a person with autism is different because it has developed differently.

Autism is a spectrum condition, and each autistic person is different. While there is a range of characteristics associated with autism, there are two main areas of impairment (DSM-V, American Psychiatric Association, 2013):

- A. Persistent deficit in social communication and social interaction across multiple contexts.
- B. Restrictive and repetitive patterns of behaviour, interests, or activities.

3. b. Main characteristics

For people with autism, communication can be a big challenge, but that doesn't mean they don't communicate or don't want to communicate - they just do it in a different way. It is common to have difficulties in understanding ambiguous language such as imprecise statements, humour, idiomatic expressions, or metaphors; or in understanding the reciprocity of a conversation (speaking-listening-responding appropriately) and they may also have difficulties in non-verbal communication.

Restrictive and repetitive patterns of behaviour are, for example, stereotyped and repetitive motor movements - stereotypies - (e.g., hand-waving, body-swinging, or turning a particular object) or repeating the same phrases, words, or sounds (echolalia). These repetitive patterns are repeated continuously over a period of time, in the same way, and under different circumstances. It is also common to have specific and highly restricted and fixed interests that are not "normal" in intensity or focus.

3. c. Autistic people's strengths

The skills and strengths of a person with autism depend, essentially, on their characteristics and particularities. These are some examples of autistic people's strengths:

- High attention to detail and a great capacity for meticulousness;
- Social consciousness and ethical commitment;
- High capacity for observation;
- Excellent long-term memory;
- High proficiency - in-depth knowledge on specific topics;
- Tendency to be very logical and methodical and to have an analytical approach;
- Excellent visual memory;
- Sincerity, honesty and loyalty;
- High ability to listen without prejudice.

The core characteristics associated with autism coupled with a lack of knowledge and accessibility of companies, usually result in obstacles and challenges in finding and securing a job. Nowadays, they still face and experience many challenges and barriers to employment, which are not only related to their difficulties and personal characteristics but are partially driven by service models that remain focused on "fixing" disability, with little regard for a person's strengths, thus perpetuating poor employment outcomes. Therefore, it is crucial to show employers the other side of disability.



SME Management Soft Skills

2



Autism is a developmental condition that affects a person's capacity to interact with others and perceive the outside world. Individuals with autism experience the world in a unique way from other people. Autism is a lifelong condition that cannot be "fixed"; it is not a disease or illness. Many people believe that having autism is an essential part of who they are. Autism is a spectrum disorder. Even though autistic persons have certain common challenges, being autistic has varied effects on each person.

Autistic employees may need some, often simple, support within the workplace. As well as their individual strengths and talents, autistic candidates often demonstrate above-average skills in some or all of the following areas: high levels of concentration, reliability, conscientiousness and persistence, accuracy, close attention to detail and the ability to identify errors, technical ability, such as in IT and detailed factual knowledge and an excellent memory.

As an employer, manager, HR manager or recruitment staff you need to know how to deal with autistic personnel. Therefore, regardless of the condition of employees, with or without autism, it is expected of managers to have the soft skills acquired. At a minimum, employees need role-specific knowledge and abilities to perform their job duties. But, those who usually stand out as high performers need some additional qualities, such as the ability to communicate clearly, the ability to work well with others and the ability to manage their time effectively. These abilities are examples of soft skills.

Oxford languages define soft skills as personal attributes that enable someone to interact effectively and harmoniously with other people. With that being said, in this module we will look at some of the most important soft skills which are found to be relevant when supporting autistic staff throughout the entire Employment Cycle (Interview – Employment – Development – Retention).

Module 2 focuses on the following soft skills that have been identified as key to supporting people with autism in the employment cycle:

- Communication skills
- Empathy
- Problem Solving
- Time Management
- Task management
- Teamwork
- Adaptability
- Creativity
- Leadership



Communication Skills

People with autism are often self-absorbed and seem to exist in a private world in which they have limited ability to successfully communicate and interact with others. That is why, it is important for a manager to have proper communication skills developed. The ability to give and receive various types of information are known as communication skills. Speaking, listening, seeing, and empathizing are all components of effective communication. Understanding the contrasts between face-to-face contacts, phone calls, and digital communications like email and social media is also useful.

Empathy

Empathy is complex. Although most people can provide a general definition of how they themselves define empathy, the term has been used by social scientists to identify a number of distinct but related phenomena. The broad range of phenomena described by the term has, in turn, created challenges in understanding and measuring the construct from a personality and individual differences perspective. Autistic people may have difficulties with cognitive empathy (recognizing another person's emotional state) but not affective empathy (the ability to feel another's emotional state and a drive to respond to it), hence the reason why it is expected from the employer to have empathy when hiring persons with autism.

Problem Solving

SWOT analysis is used in business to analyze the strengths, weaknesses, opportunities and threats in the business environments. It is a tool for reflection (Dess, Lumpkin and Taylor, 2005). The principle underlying strategic management process may also be applied for solving problems faced by individuals. Another aspect of problem solving is the decision making.

Time Management

The practice of organizing and exercising conscious control over the amount of time spent on particular tasks, particularly to promote effectiveness, efficiency, and production. It requires balancing a person's responsibilities to their family, friends, career, hobbies, and personal interests while keeping in mind the limited amount of time. When one manages their time well, they have the "option" to spend or do things at their own pace.

Task Management

Task management is the process of managing a task through its life cycle. It involves planning, testing, tracking, and reporting. Task management can help either individual achieve goals, or groups of individuals collaborate and share knowledge for the accomplishment of collective goals. Tasks are also differentiated by complexity, from low to high. Effective task management requires managing all aspects of a task, including its status, priority, time, human and financial resources assignments, recurrence, dependency, notifications and so on. These can be lumped together broadly into the basic activities of task management.



Teamwork

Teamwork is the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way. This concept is seen within the greater framework of a team, which is a group of interdependent individuals who work together towards a common goal. The four key characteristics of a team include a shared goal, interdependence, boundedness and stability, the ability to manage their own work and internal process, and operate in a bigger social system. Basic requirements for effective teamwork are an adequate team size. The context is important, and team sizes can vary depending upon the objective. A team must include at least 2 or more members, and most teams range in size from 2 to 100. Sports teams generally have fixed sizes based upon set rules, and work teams may change in size depending upon the phase and complexity of the objective. Teams need to be able to leverage resources to be productive (i.e. playing fields or meeting spaces, scheduled times for planning, guidance from coaches or supervisors, support from the organization, etc.), and clearly defined roles within the team in order for everyone to have a clear purpose.

Creativity

According to Wikipedia, creativity is a phenomenon whereby something new and valuable is formed. The created item may be intangible (such as an idea, a scientific theory, a musical composition, or a joke) or a physical object (such as an invention, a printed literary work, or a painting). Scholarly interest in creativity is found in a number of disciplines, primarily psychology, business studies, and cognitive science. However, it can also be found in education, the humanities, technology, engineering, philosophy (particularly philosophy of science), theology, sociology, linguistics, the arts, economics, and mathematics. These disciplines cover the relations between creativity and general intelligence, personality type, mental and neural processes, mental health, or artificial intelligence; the potential for fostering creativity through education and training; the fostering of creativity for national economic benefit; and the application of creative resources to improve the effectiveness of teaching and learning.

Leadership

Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization. Leadership involves making sound -- and sometimes difficult -- decisions, creating and articulating a clear vision, establishing achievable goals and providing followers with the knowledge and tools necessary to achieve those goals.



Work Environment Management

3



Module 3 of the **Work Environment Management** focuses on creating an autism-friendly work environment. It aims to provide an understanding:

- what constitutes an autism-friendly work environment,
- develop team management skills in an inclusive workplace,
- offer guidelines for assessing and adapting the work environment of a small or medium-sized enterprise (SME) in an autism-friendly context.

The module emphasizes the importance of inclusive environments for unlocking the potential of autistic individuals. It highlights that traditional workplaces can disadvantage autistic people due to factors such as the **physical environment, intensity of social interaction, and ambiguous nature of tasks and communication**. Understanding the physical, social, and attitudinal factors that contribute to an individual's success in the work environment is crucial.

An autism-friendly work environment is designed to accommodate the unique needs of individuals with autism. It includes features such as:

- sensory accommodations,
- clear communication,
- flexibility in scheduling and work arrangements,
- routine,
- inclusive culture,
- supportive management.

These features help minimize sensory overload, promote clear communication, accommodate sensory sensitivities, and create an inclusive and supportive workplace culture.

The module addresses specific sensory challenges that autistic individuals may face in the workplace. It discusses tactile sensitivities, visual distractions, smells, audial distractions, gross motor issues, and sensory overload. It provides insights into how these challenges can impact individuals and offers suggestions for supporting autistic employees in managing these sensory difficulties.

Sensory difficulties at workplace

Tactile Sensitivities: Individuals with tactile sensitivities experience difficulties processing or tolerating certain types of touch or textures. This can manifest in various ways, such as being bothered by light touch, specific fabrics or textures, tags on clothing, or normal skin-contact interactions like handshakes. They may also be highly sensitive to minor bruises or resistant to wearing protective clothing.

On the other hand, individuals with hypo-responsive tactile sensitivities may seek out different textures, touch people inappropriately, or have an unusually high or low pain threshold.

Accommodations for individuals with tactile sensitivities can include alternative options for protective clothing or aids using different materials or textures that are more tolerable, as well as providing education and training to coworkers and managers to foster understanding and create a more inclusive work environment.



Visual Distractions: Visual sensitivities can vary between individuals. Some individuals may have intense or exaggerated responses to certain visual stimuli, such as bright or flashing lights, crowded environments, or specific patterns or textures. These hypersensitive individuals can experience discomfort, anxiety, or even physical pain in response to such visual stimuli.

On the other hand, individuals with hyposensitivity may have reduced sensitivity or response to visual stimuli, making it difficult for them to notice or process certain visual information.

Accommodations for visual sensitivities can include adjusting lighting, providing blinds or sunglasses to control light exposure, or creating a workspace with natural or specific lighting to alleviate discomfort or distraction.

Audial Distractions: Individuals who are hypersensitive to auditory stimuli can be easily distracted by noise and may have their own noise-making behaviors to drown out other sounds. They may dislike noisy appliances or be bothered by background noises that others don't seem to hear.

On the other hand, individuals with hyposensitivity may seek out noisy situations or specific noises, making it difficult for them to respond to verbal cues or understand and remember things said to them.

Accommodations for individuals with auditory sensitivities can include providing quiet or noise-controlled workspaces, allowing the use of headphones to listen to music or block out background noise, and implementing strategies to minimize disruptive sounds in the workplace.

Smells at Workplace: Individuals who are hypersensitive to smells can experience distress or nausea in response to certain odors. They may be highly sensitive to smells that others don't notice. This olfactory hypersensitivity can cause discomfort, distraction, anxiety, or even physical symptoms such as headaches or nausea. This sensitivity can limit job opportunities and impact an individual's comfort and well-being in the workplace.

Accommodations for individuals with olfactory hypersensitivity can include providing air purifiers, fragrance-free cleaning products, or flexible work arrangements that allow for breaks or time away from strong odors. Employers can also work with the individual to identify and minimize exposure to problematic smells in the work environment.

Gross Motor Issues: Individuals with gross motor issues may have difficulty planning movement, poor motor coordination, or appear clumsy. They may struggle to learn or follow physical exercise or movement steps. These challenges can affect their ability to perform physical tasks or participate in activities that require fine motor skills.

Accommodations for individuals with gross motor issues can include providing additional support or adaptive equipment to assist with physical tasks, offering training or exercises to improve motor coordination, and creating a workspace that allows for safe and comfortable movement



Sensory Overload: Sensory overload can be disruptive and even traumatic for individuals with autism in the workplace. It can impact their concentration, task completion, and communication with colleagues. It can also cause physical discomfort, anxiety, decreased productivity, and increased stress levels. Sensory overload can lead to meltdowns or shutdowns, where the individual may need to temporarily leave the work environment to recover. To mitigate sensory overload, accommodations can include creating a quiet and calm workspace, minimizing sensory stimuli.

Effective team management

Effective team management skills are essential for creating an inclusive work environment for autistic employees. The module highlights the importance of understanding communication differences, addressing sensory needs, and promoting positive social interaction. It also emphasizes the risks associated with poor team management and the benefits of effective team management, such as increased engagement, better performance, and higher job satisfaction.

Creating an inclusive team requires educating team members about the different topics like

- autism,
- establishing clear communication guidelines,
- providing sensory accommodations,
- setting clear expectations and routines,
- fostering an inclusive culture,
- providing training on effective team management,
- encouraging open communication,
- promoting flexibility and creativity,
- monitoring progress.

The module emphasizes the importance of addressing bullying and harassment in the workplace. Research shows that autistic individuals are more likely to experience bullying and harassment. Employers and colleagues should take steps to promote inclusivity, respect, and understanding in the workplace and provide support for individuals with autism who may be at risk.

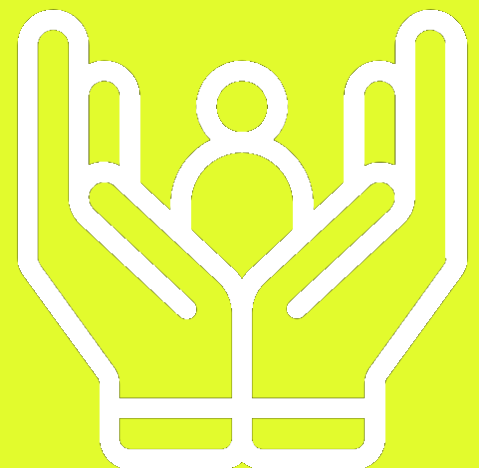
Finally, the module suggests team-building activities that can help develop an inclusive team, such as icebreaker activities, collaborative problem-solving activities, group brainstorming sessions, team-building games, and diversity training sessions. These activities promote collaboration, communication, and diversity of thought while being inclusive and accessible to all team members.

In summary, Module 3 focuses on creating an autism-friendly work environment by understanding the unique needs of individuals with autism, providing sensory accommodations, developing team management skills, addressing bullying and harassment, and engaging in inclusive team-building activities. By implementing these strategies, workplaces can foster an inclusive and supportive environment that allows all employees, including those with autism, to thrive.



Support Provision for Autistic Staff:
Provision of Feedback,
Setting Goals and Target,
Training, Evaluating Progress

4



1. Supported, Competitive Employment

In short, the term 'Supported Employment' refers to the aid provided to people with mental or physical disabilities for the purpose of job searching and securing competitive employment, while receiving concurrent treatment (Frederick and VanderWeele 2019). In the context of Supported Employment, workers with disabilities are assisted throughout the employment cycle in terms of securing accommodation, benefits, socialisation and access to opportunities for advancing their career.

1. a. The Principles of Supported Employment

Principle 1: Zero Exclusion; Supported employment requires the implementation of a 'Zero Exclusion' Policy which dictates that all employees must benefit from support during their employment regardless of previous work experiences, mental or physical illness and impairment or any other personal challenges/difficulties.

Principle 2: Integrated Employment and Treatment; If appropriate and if circumstances allow it, employers and managers must be aware of ongoing interventions/treatments an employee is undergoing.

Principle 3: Competitive Employment; the term 'Competitive Employment' refers to the idea that all employment opportunities should be open to all members of the community with no exceptions.

Principle 4: Rapid Job Search and Systematic Job Development; there are numerous international organisations that specialise in job seeking, employment preparation and support for people with disabilities and special employment needs, including Autism.

Principle 5: Maintenance of Long-term, Consistent Support; Long-term support may be in the form of coaching/mentoring, maintaining an autism-friendly work environment, team building, fostering relationships with co-workers and peers and more.

Principle 6: Embracing Individualism; By employing the 'right person for the job', employee satisfaction and retention is significantly increases, performance is enhanced and development is exponentially accelerated.

Principle 7: Provision of Fair Benefits/Salaries; Candidates/employees who are treated fairly/equally and will be in a position to make inform decisions about their career and life plans. Additionally, a fair benefit and salary scheme can incentivise employees to invest in the organisation and their jobs, leading to higher performance.



2. Coaching and Mentoring

The productive relationship that builds over time in the context of mentoring and coaching relationships can have a significant impact on the long-term performance and well-being of employees with Autism. Specific benefits:

- Increased job satisfaction
- Strengthened interpersonal relationships with peers, colleagues and superiors
- Increased performance in the short-term and the long-term
- Increased self-confidence
- Increased self-observation and self-awareness
- Adoption of practices that enable consistent review of personal and professional goals
- Accelerated career progress through increased knowledge about a field, and motivation to excel in that field

3. Appraising the Performance of Staff with Autism

Best Practice 1: Make the Most out of a Probationary Period

The first essential step towards a successful employment process and therefore, long-term support and employment retention is to ensure that candidates with Autism are suitable for a specific job. Employers should explain the probationary period purpose to candidates, and describe the performance appraisal process. The suitability assessment begins with the very first interview and continues over the course of a probationary period (usually three to six months).

Best Practice 2: Implement Long-term Performance Management Procedures

Performance Management for all staff – regardless of ability – should be an ongoing process that lasts throughout the entire employment cycle. Managers can stay in touch with the progress of employees by scheduling ‘review’ sessions in a one-to-one or even group format.

Best Practice 3: Be mindful when dealing with Poor Performance

Autistic employees may exhibit poor performance during the entire course of the employment cycle can be because they may:

- Be challenged to perform to expected standards in an environment that may not necessarily enable them to do so
- Be not fully aware of their responsibilities
- Be facing communication difficulties
- Be not motivated



There are a few ways to mitigate this risk and deal with Poor Performance such as:

- Managers/Employers should assess the work environment and implement reasonable adjustments
- Managers/Employers should **maintain consistent communication and provide Constructive Feedback**
- Managers/Employers should investigate causes of problems during preparation for Feedback sessions
- Managers/Employers should **avoid making the problem personal by attributing it to the disability or the personality traits of the employee.**
- Managers/Employers should avoid asking 'Yes' or 'No' questions when asking for explanations and clarifications
- Managers/Employers should always ask if the employee needs help
- Managers/Employers should always discuss the motivation levels of employees and try to understand why they do not feel motivated to perform.



Code of Conduct

5



Introduction to Code of Conduct (CoC)

A CoC serves as a primary reference point for employees to help them make decisions daily. Each organization ought to have a CoC, regardless of whether doing so is required by law (as it is for public companies). A well-written CoC makes an organization's goal, values, and guiding principles clear by connecting them to norms of ethical behavior. The code defines desired behavior by outlining the values the organization hopes to instill in its leaders and workers. Also, a CoC promotes ethical discourse and compliance, enabling employees to deal with dilemmas they face on the job every day.

Culture of an organisation.

When an organization has a strong culture, employees are aware of how top management expects them to respond in each situation. The collection of beliefs, expectations, and practices that guide and shape the behaviour of all team members is referred to as organizational culture. It is considered as a set of characteristics that define an organization. The following steps could serve as a reference for establishing a culture that will benefit an organization:

1. Recognize and appreciate all member's work and encourage them to speak up.
2. Create a culture that values employee input and encourages them to speak up.
3. Make leaders culture ambassadors.
4. Support company's values.
5. Create bonds between team members.
6. Place a focus on learning and development.
7. Consider culture from the beginning.
8. Make the employee experience more personalized.

Defining a Code of Conduct.

The most prevalent policy within a company is a CoC. This policy outlines the company's values, standards, moral and ethical expectations for employees and third parties when interacting with the company. By developing a Code of Conduct:

- Management's expectations and norms are made clear to the workforce.
- Concrete corporate policies are in place to support compliance.
- Customers and business partners are aware of the organization's ideals.

Advantages of codes of code

1. Addresses social issues and consumer pressure.
2. Serves the interests of the community.
3. Avoids negative media and enhances company's reputation.
4. Maintains control over employee's behaviour and prevent conflicts of interest at company level.
5. Raises company's profitability.
6. It is adjustable to a company's needs.

Disadvantages of codes of code

1. Corporate ethics are often simply disregarded.
2. Codes are not sufficiently specific to influence moral behaviour and to penalize misbehaviour.
3. Codes sometimes limit workers' ability to speak up and expose unethical behaviour.
4. Its costly and time-consuming
5. Making them public will result in negative publicity and the loss of profits.
6. Companies that uphold ethics might receive little or no protection under international agreements and national legislation.



Contents of a CoC.

Every CoC ought to have a few basic components. There isn't a universal CoC that all businesses may employ. However, there are several fundamental components that should be included:

- Engaging title and table of contents.
- Introduction letter from the CEO with the mission statement and/or declaration of core values of the organization and the scope of the code.
- A method that guides staff members in choosing the right approach when confronted with moral choices.
- A list of options for addressing complaints and mentions of penalties or other repercussions for code violations.

Other components that could be included in a CoC are alcohol, smoking, and substance use; use of organization's resources; dress code; equal opportunity; conflicts of interest; expectations for attendance; health and safety.

Steps to develop a Code of Conduct.

1. Choose who will participate in drafting the CoC for your company.
2. Think of previous ethical issues.
3. Form an outline.
4. Communicate to stakeholders about the draft.
5. Create the final version.

How to apply a Code of Conduct into a business?

The necessary parties should formally accept the CoC, which usually entails placing it in front of the organization's board of directors for approval. Adoption validates the code and demonstrates the company's true dedication to fostering a moral culture. In smaller businesses, ownership or top management should be in charge of approving or adopting the final code. Company's CEO or another senior executive should ideally introduce the code during a general meeting or other event. The ethics/compliance officer is also responsible for examining the code on a regular basis to determine whether any changes or additions are necessary. Officers can also ask staff, managers, and stakeholders for comments to gauge the "ethical temperature" of the business in relation to the CoC.



The importance of organizational behaviour.

Organizational behavior enhances employee's motivation as it enables managers to motivate staff. Also, the organizational management is enhanced by understanding the needs of staff and creating the right working environment. Moreover, organizational behaviour can help to improve industrial relations while, it can be used in human resources as it can predict employee's behaviour.

How does a manager can modify the Organizational behaviour process?

First, managers should recognize critical behaviour in their business and find performance-related behaviours, since they have a significant impact on how well employees perform. Then, managers should measure the frequently of these behaviours and judge whether the employees' behaviour has changed successfully. The managers will then have to conduct a functional analysis. The goal of this study is to determine what situations give rise to behaviours, what the effects of such conduct are. The next step is to create a successful intervention approach and identify essential behaviours and the causes of them while, the last phase of Organizational Behaviours Modification is to assess how well the intervention tactics are functioning. Evaluation will show if good conduct has succeeded in displacing undesirable behaviour.

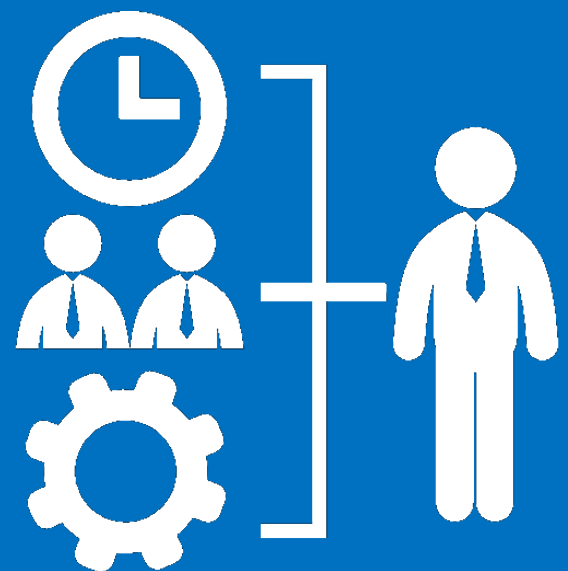
Every company is unique.

Its culture, philosophy, and values are unique. Every employee is different; they each have an own set of behaviors and come from varied professional backgrounds and organizations. A CoC helps an organization maintain consistency among all its members. Despite differences, everyone in the company is required to follow the rules set forth therein. Since a workplace free of interpersonal problems is more productive and healthier, this boosts employee loyalty to the business.



Tools for Supporting Autistic Staff throughout the Employment Cycle

6



This module provides the manager with a toolkit consisting of 4 tools, that will help the manager prepare the environment, prepare for the job interview and secure the well-being of the employee. The written content in module 6 works as a tool guide including step-by-step guidance on the process of implementing the tools - from the first introduction to the evaluation stage. This module will also provide general information based on current studies, regarding management of autistic employees, their needs and how to accede to these.

Tool 1

WHAT

Work Environmental Evaluation Tool - Checklist

WHEN

When hiring: before they start working at your company
When already having autistic employees: the checklist will work as something you check off in retrospect

TIME CONSUMPTION

Physical environment: Approximately 20 minutes
Social environment: Approximately 15-20 minutes

OUTCOME

Guidance on how to create support like adjusting the scenery of the workspace or work processes to ensure optimal working conditions for your autistic employee.

Supported employment efforts can help to insure people with autism, participate fully in the work environment (Hedley, 2017). Support like adjusting the scenery at the workspace or work processes around the employee can help to ensure that the nature of the job does not disadvantage the person with autism (Hedley, 2017). This tool is supposed to help managers in SME's to make sure their work environment is as autism friendly as possible. The tool consists of a checklist with factors in the work environment that a manager should consider before inviting an autistic employee into the workplace.

Time duration

There are two separate lists with requirements that the manager should consider whether is or isn't necessary for the employee. You can fill out the lists all at once or make it a process. The list with the environmental aspects is easier to fill out at one time. If you take a walk around your company with the checklist it will take about 20 minutes to fill out (based on the fact that your workspace is small or medium sized). The list with social aspects has some questions that could need a little more reflection (see tool 1, social aspects).

Steps in the process of change in the work environment

1. Consult the associate
2. Prepare your colleagues
3. Inspect the environment
4. Reflect on the social environment
5. Plan then changes that are possible
6. Share plan with the autistic employee
7. Make the change
8. Introduce the change



Tool 2

WHAT

Interview Tool - Check list + Script

WHEN

Preparation for the interview and during the interview

TIME
CONSUMPTIONPreparation prior to the interview: Approximately 8 hours
Preparation for the interview: About 5.5 hours

OUTCOME

Provide techniques that will help you improve the preparation for interviews, ensuring a better experience for both you and the person being interviewed

This tool will help professionals (either employers, HR managers or employees in the HR department) who are working in the field of human resource recruitment, interviewing and employment. It will provide the professionals with some techniques that will help them to improve the preparation for interviews, ensuring a better experience for both you and the person being interviewed. The tool will also offer the readers an insight on how to develop and establish a more inclusive recruitment process, particularly inclusive towards people with autism. This tool will offer its readers tips & tricks on recruitment advertising and preparations prior to the interview with people with autism.

Time duration

Prior to the interview you have to make some sort of job advert, to prepare candidates for possible interviews later on. This includes making a clear job title, making a specific job description and considering requirements and skills (see the rest of the steps in module 6). The preparation can take about 8 hours, depending on your experience with this kind of preparation process.

The preparation for the interview itself will take approximately 5,5 hours depending on you and your team's knowledge of the interview process and autism.

Steps during the interview

- Things to keep in mind during the interview
 1. Be alert of small signs of discomfort
 2. Focus on candidates strengths
 3. Remember that all autistic individuals are different
- Set the office environment
 1. Adapt physical environment
 2. Adapt socially
- Plan for breaks
 1. Does the interview last longer than 20 minutes, offer the candidate a break.



Tool 3

WHAT	Employee Performance Appraisal and Job Satisfaction Monitoring Tool - Journal for leaders
WHEN	In everyday work life while working with autistic employees + Recommended use: at least once a month
TIME CONSUMPTION	About 15 minutes
OUTCOME	Supported employment programs like employee performance appraisal and/or job satisfaction monitoring can help ensure that individuals with autism participate better in the work environment.

This tool is for the HR manager, managing employees with autism. Individuals with autism can take longer than individuals without learning new tasks and often report difficulties adapting to new job routines (Müller et al., 2003). Therefore, it is essential to create procedures to support and monitor the employees job performance the first months of their employment and continuously going forward.

Time duration

Filling out the table itself should take about 15 minutes, but if the one responsible for filling out the table sees something prominent we recommend writing it down right away (or whenever there is time in the work schedule) instead of waiting a month to write everything down at once.

Steps on when and how to use the monitoring journal

1. Daily: Write down observations during a work day
2. Weekly: Rate well-being based on your observations
3. Monthly: Consider the employee's overall performance in different areas and reflect on employee progress.
4. Quarterly: Set goals together and evaluate



Tool 4

WHAT	Employee Self-Assessment Tool - Journal for employees
WHEN	During employment Recommended use: approximately once a day
TIME CONSUMPTION	About 15 minutes
OUTCOME	A useful way to help the employee understand themselves better and to help the manager do the same.

This tool is made with a focus on letting the employee express their feelings, what triggered them and what made them feel better during a work day. The tool has many functions, and it is designed as a useful way to help the employee understand themselves better and to help the manager do the same (Laube, 2023).

Time duration

The time estimate for this tool is around 15 minutes depending on how thorough the employee is. This estimate is set on the basis that the employee has been advised to answer the reflection questions in a brief and succinct way.

Steps on how to introduce the journal method to your employee

1. Make a short and specific introduction
2. Be clear on time consumption and thoroughness
3. Go through every task together
4. Give advice and show examples on how to complete the tasks
5. Make room for questions
6. Make ongoing evaluations

Summed up

Even though it is important to bear in mind that all individuals are different, it is possible to use generic tools, as shown, to support decision making when creating an inclusive and autism friendly organisation (Matusiak, 2023). Most people on the spectrum operate best when they are in a structured environment (Oesch, 2019). With the right tools in place, hiring employees with autism can provide multiple benefits like increasing diversity, filling skills gaps, and deploying an almost untapped yet competitive and talented group of individuals (Oesch, 2019).





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