

# Resources

**Future-ready workforce series:**  
Inclusive Workplaces: Supporting  
Accommodations

## Toolkits and Guides for Employers:

- Canadian Association for Supported Employment. (n.d.). *Accommodations*. Retrieved from <https://www.supportedemployment.ca/hrtoolkit/accommodations/>
- Canadian Human Rights Commission. (2023). *Workplace accommodation: A guide for federally regulated employers*. Retrieved from <https://www.chrc-ccdp.gc.ca/sites/default/files/2024-05/Workplace-Accommodation-A-guide-for-federally-regulated-employers.pdf>
- David C. Onley Initiative. (2020). *Employers' guide to working with and hiring professionals with disabilities*. Retrieved from [https://d7l234.a2cdn1.secureserver.net/wp-content/uploads/2020/07/DCOI-guidebook-Employers-Guide-to-Working-with-and-Hiring-Professionals-with-Disabilities\\_ACCESSIBLE.pdf](https://d7l234.a2cdn1.secureserver.net/wp-content/uploads/2020/07/DCOI-guidebook-Employers-Guide-to-Working-with-and-Hiring-Professionals-with-Disabilities_ACCESSIBLE.pdf)
- Hire for Talent. (n.d.). *How to write an inclusive job posting*. Retrieved from <https://hirefortalent.ca/toolkit/recruitment/item/4-3-how-to-write-an-inclusive-job-posting>
- InclusivEdge HR Solutions. (2023, November 10). *Accessibility matters: Supporting employees with disabilities*. LinkedIn. Retrieved from <https://www.linkedin.com/pulse/accessibility-matters-supporting-employees-disabilities-u9sde/>
- International Labour Organization, & Global Business and Disability Network. (2023). *Businesses leading the way on disability inclusion*. Retrieved from <https://www.businessanddisability.org/publications>
- Ontario Human Rights Commission. (n.d.). *More about disability-related accommodation*. Retrieved from <https://www.ohrc.on.ca/en/iv-human-rights-issues-all-stages-employment/9-more-about-disability-related-accommodation>
- The Blue Mountains. (2021). *Guide for small businesses: Making your business accessible for people with disabilities*. Retrieved from [https://www.thebluemountains.ca/sites/default/files/2021-09/Guide%20for%20Small%20Businesses%20-%20Making%20Your%20Business%20Accessible%20for%20People%20with%20Disabilities\\_o.pdf](https://www.thebluemountains.ca/sites/default/files/2021-09/Guide%20for%20Small%20Businesses%20-%20Making%20Your%20Business%20Accessible%20for%20People%20with%20Disabilities_o.pdf)
- The Inclusive Workplace. (n.d.). *Prepare for an inclusive in-person job interview*. Retrieved from <https://theinclusiveworkplace.ca/en/articles/prepare-for-an-inclusive-in-person-job-interview>
- The Inclusive Workplace. (n.d.). *Recruit and hire*. Retrieved from <https://theinclusiveworkplace.ca/en/articles/recruit-and-hire>

## Assessments and Training Courses:

- Job Accommodation Network. (n.d.). *Searchable online accommodation resource (SOAR) system*. Retrieved from <https://askjan.org/soar.cfm>
- LinkedIn Learning. (n.d.). *Supporting workers with disabilities: Crafting an inclusive workplace*. Retrieved from <https://www.linkedin.com/learning/supporting-workers-with-disabilities/crafting-an-inclusive-workplace-22374335?u=55034593>
- Open Door Group and presidents group (n.d.). *disability inclusive employer self-assessment tool*. Retrieved from <https://disabilityinclusion.ca/>

## Research Papers & Books:

- Chatoor, K., & Balata, L. (2023, August 2). *Student identity and work-integrated learning (WIL): Exploring student experiences of WIL by demographic*. <https://heqco.ca/pub/student-identity-and-work-integrated-learning-wil-exploring-student-experiences-of-wil-by-demographic/>
- Follmer, K. B., & Jones, K. S. (2022). Navigating depression at work: Identity management strategies along the disclosure continuum. *Group & Organization Management*, 47(5), 963–1007. <https://doi.org/10.1177/10596011211002010>
- Gatto, L. E., Pearce, H., Plesca, M., & Antonie, L. (2021). Students with disabilities: Relationship between participation rates and perceptions of work-integrated learning by disability type. *International Journal of Work-Integrated Learning*, 22(3), 287-306. <https://wilresearch.uwaterloo.ca/Resource/View/3211>
- Jackson, D., Dollinger, M., Gatto, L., & Fannon, A. (2024). *Work-integrated learning for students with disabilities: Time for meaningful change*. *Higher Education Research and Development*, <https://doi.org/10.1080/07294360.2024.2354242>
- Khan, T.H., Drewery, D., Ademuyiwa, I., Fannon, A. M., & Phillips-Davis, C. (2024). An investigation of barriers experienced by students from equity-deserving groups in a Canadian co-op program. *International Journal of Work Integrated Learning*, 25(1), 51-65. <https://www.ijwil.org>
- Ng, E. S., Patton, E., & Santuzzi, A. M. (Series Eds.). (2024). *Neurodiversity and work: Employment, identity, and support networks for neurominorities*. *Palgrave Studies in Equity, Diversity, Inclusion, and Indigenization in Business*. Springer. <https://doi.org/10.1007/978-3-031-55072-0>

# Accessible hiring process as a way of mitigating accommodation requests

## Job postings

- technology that meets web accessibility standards (WCAG 2.0). alternative way to submitting a resumé distinguish between essential and non-essential job requirements.
- state willingness to accommodate candidates and provide clear instructions
- use plain language, simple typeface and large font.
- We track number of candidates with disabilities and measure their success rate.

## Before the interview

- provide information about locations and parking
- provide information about platforms and technologies being used.
- restate willingness to accommodate during the interview process.
- provide information about interview schedule and interviewers
- provide information about format/style of the interview and areas that will be assessed.
- review all questions before the hiring process starts to make sure they are directly assessing required skills.
- follow structured process which includes evaluation criteria and the same process for all candidates.
- don't schedule large panel interviews. One or two interviewers per interview is optimal.

## During the interview

- look out for indirect requests for accommodation
- Interact in a respectful way (speak to candidates directly not their support person, don't interact with service animals)
- let candidates know when we have enough information and when you need more.
- We ask the same questions to all candidates. Assess each candidate against the essential requirements of the job.
- consider different communication options when needed (i.e., written questions)
- make sure that if any materials are shown during the interview, they are accessible.
- keep cameras on during virtual interviews.

## After the interview

- communicate next steps and timelines.
- provide clear feedback.
- Raise concerns regarding bias or barriers.