

Employer Toolkit

Inclusive WIL recruitment planning guide

Practicing inclusive hiring and creating an accessible workplace means removing barriers to find the best candidates. These tips will help you integrate inclusive practices at each step of the recruitment process.

Planning an inclusive WIL position	Posting the position	Pre-interview screening or tests
<ul style="list-style-type: none"> <input type="checkbox"/> Follow the “WIL student position planning guide” to determine your capacity to take on a WIL student <input type="checkbox"/> Review your job positing and the essential aspects of the job <input type="checkbox"/> Be open to the possibility that job tasks can be completed in new ways 	<ul style="list-style-type: none"> <input type="checkbox"/> Offer all recruitment materials in an accessible format (e.g. large print, accessible PDF, electronic text) <input type="checkbox"/> State your willingness to consider students with disabilities for the role <input type="checkbox"/> Describe how to seek an accommodation in the job posting 	<ul style="list-style-type: none"> <input type="checkbox"/> Inform applicants in advance if they will be required to demonstrate abilities or perform tasks <input type="checkbox"/> Describe how to seek an accommodation (e.g. provide more time to complete a test)
Interview	Hire and welcome the student	Check in
<ul style="list-style-type: none"> <input type="checkbox"/> Inform applicants of the interview format (e.g. panel interview, test, or group interview) <input type="checkbox"/> Reframe questions to be more accessible, focusing on behaviour-based questions (e.g. “describe a time...” and “how do you...”) <input type="checkbox"/> Choose an accessible interview location, and provide information about the location, parking, and receptivity to service animas 	<ul style="list-style-type: none"> <input type="checkbox"/> Let your team know that a new WIL student is starting <input type="checkbox"/> Follow the “Onboard your WIL student checklist” and modify where appropriate (e.g. provide accessible PDFs rather than hard copies of important documents) <input type="checkbox"/> Ensure all previously discussed accommodations are in place <input type="checkbox"/> Identify a go-to person if the student requires support 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish a regular check in with the student <input type="checkbox"/> Provide feedback on the student’s progress and development on work tasks <input type="checkbox"/> Discuss how the current accommodations are working and if additional accommodations are needed
Reflect		
<ul style="list-style-type: none"> <input type="checkbox"/> Towards the end of the WIL experience, note what went well and what could be improved to better support WIL students with disabilities in the future 		