

Check list questionnaire

for neurodiversity inclusive procedures and culture in the organization

We propose the following assessment methodology:

E: Efforts: Have you invested already some efforts in this direction?

A: Attention: Do you intend to put more attention in this direction?

R: Results: Have you recorded already concrete results?

No	Criteria for reasonable adjustments for inclusive procedures and culture	Explanation and area for improvements	EFFORTS Have you invested already some efforts?	ATTENTION Do you intend to put more attention in this direction?	RESULTS Have you recorded already concrete results?	Comments <i>(please provide concrete examples)</i>
1	2	3	4	5	6	7
1	Are diversity and Inclusion (D&I) aligned with the strategic business goals/mission, vision and values of your organization? Please, give some examples in the „Comments“!	Inclusive organization have to fulfill different aspects of D&I Diversity refers to several areas: political beliefs, race, culture, sexual orientation, religion, class, and/or gender identity	1 – Not at all 2 - Not much 3 - Neutral 4- Fairly 5 – Significant	1 – Not at all 2 - Not much 3 - Neutral 4- Fairly 5 – Significant	1 – Not at all 2 - Not much 3 - Neutral 4- Fairly 5 – Significant	

		<p>differences incl. neurodivergence.</p> <p>Inclusion means that everyone in the diverse mix feels involved, valued, respected, treated fairly, and embedded in your culture.</p>				
2	<p>Do you have a practice of reaching to mediators/specialized HR agencies/NGOs (out to school disability counsellors, disability charities, neurodiversity recruitment specialists etc.) in order to attract a wider range of candidates?</p>	<p>Recruiting through the same old channels Relating to the point above, some neurodistinct job applicants may not use the major conventional job sites and jobs boards</p>				
3	<p>Are your job adverts structured in such a way that they are accessible to people with hidden disabilities (e.g. people with dyslexia, autism)?</p>	<p>Ambiguous/generic advertisements Often the adverts for job are ambiguous/generic advertisements. Also, these people use different channels to search for work.</p>				
4	<p>Are the job requirements written in a clear and understandable way?</p>	<p>Unclear, misleading job descriptions and job requirements Many are unclear in terms of structure or</p>				

		<p>jargon – confusing to very literal thinkers.</p> <p>Applicants are supposed to be able to ‘read between the lines’ and decipher the unwritten rules of applications.</p>				
5	Do the job requirements contain unnecessary skills (wishful but not a must) for the position?	<p>Unnecessary/wishful skills demands</p> <p>Job descriptions may also contain unnecessary/wishful skills demands, which are often taken literally and as must by neurodiverse candidates.</p>				
6	Are there practices to provide clear and thorough information in advance to set expectations about the interviews, assessment exercises, and onboarding, which will be likely to be appreciated by everyone?	<p>Poor communication</p> <p>Lack of detailed communication about the application process</p> <p>Communication during the application process is critical for a stress-free experience as possible, but also to help orient neurodiverse candidates for their interviews.</p>				

7	<p>Do the interviewer give the candidates the opportunity to demonstrate their abilities in different ways and do they ask questions in a clear and concise way?</p>	<p>Poor communication Language can be a significant barrier throughout the interview process. Questions can often be vague and difficult to understand. Interviews for selection or promotion should be appropriately structured, taking account of the inefficiency in working memory that is a characteristic of many neurodiverse people. So, questions should be put clearly and succinctly.</p> <p>Also, allowance should be made for the sometimes poorly structured replies that can give the impression that an individual is much less competent than is actually the case.</p>				
8	<p>Is there a procedure in place to make adjustments for the interviewing process (time frame, clear steps etc) and to set objective criteria for the</p>	<p>Confusing, timed job applications Application forms should be made as clear as possible to avoid any</p>				

	<p>assessment, taking into account the specifics of the neurodiverse people?</p>	<p>misunderstandings, confusion or stress on the part of the applicant – similarly, time-limited elements can cause unnecessary anxiety for people who may have challenges reading or typing under time pressure.</p> <p>Tests and assessments are applied uniformly without attention to potential discrimination against neurodistinct job candidates who may naturally have difficulties (for example, reading material under a tight timeline).</p>				
9	<p>Are the HR specialists or managers trained about the specifics and the needs of neurodivergent candidate?</p>	<p>Interviewers are not trained in interviewing neurodistinct candidates</p> <p>Typical issues with interviews could include: using a suboptimal space; lack of understanding and empathy towards non-typical body language, eye contact, and so on;</p>				

		or asking vague, general questions instead of clear, specific questions focused on previous experiences and achievements				
10	Does the process of application make it easy to disclose in a sensitive, confidential way?	Interviewers and recruiters need to be trained about disclosure and reasonable accommodations. There are more people with hidden disabilities who have not told their employers, than those who have. It is therefore very important to ensure a culture where individuals will feel confident to disclose.				
11	Does your organization have neurodiversity coaching and/or mentorship support for employees onboarding?	Neurodiversity coaching is a specialised form of coaching that focuses on supporting individuals with neurodivergent conditions (autism, ADHD, dyslexia, etc.). Neurodiversity coaching aims to help individuals leverage their unique strengths, navigate challenges, and achieve				

		<p>personal and professional goals.</p> <p>Consider partnering new, neurodivergent employees with more senior employees.</p> <p>These mentoring partnerships will give the new employee an opportunity to learn how the company works from someone who has been there for a long time.</p>				
12	<p>Does your company have effective practices/activities for creating an inclusive working climate which encourages diversity, involvement and empowerment of every team member? Please, give some examples in „Comments“.</p>	<p>The D&I polices are often only on paper and not much in practice Research into Gen Z employees found that “19% of Gen Z would work for a company that does not share their values.” They are becoming more likely to work at companies that have a culture in line with their personal beliefs.</p> <p>Examples:</p>				

		<p>100% base pay equity between employees in similar roles or markets;</p> <p>Representation of women and ethnic groups at all levels of the organization;</p> <p>Representation of underrepresented groups at the level of management;</p> <p>Implementation of annual training and education for employees about D&I.</p>				
13	<p>Are there specific approaches towards neurodivergent employees regarding clear task expectations and communication?</p>	<p>Not clear outline/structure about the job expectations</p> <p>Candidates would prefer to have a clear outline/structure of what they are expected to do/achieve in order to move onto the next level. "How can we make unwritten rules written".</p> <p>Keep language clear and concise in all communications and always conclude with</p>				

		<p>the questions: What actions need to be taken? By whom? When? Shared with who?</p> <p>Clear and concise communications, both written and oral.</p> <p>Recorded instructions may be helpful, or 'easy read' manuals.</p>				
14	Does the training department have a practice/policy for people who may learn in different ways?	<p>Need for specialized training for the neurodivergent employees</p> <p>For example, trainings and courses for developing memory skills (including using visual memory strengths to compensate for difficulties with verbal working memory).</p> <p>Training could also cover time management, work planning, understanding personal work styles and developing communication skills.</p>				

		<p>This is especially important if the employee has not previously been aware of their condition, which is common in people with dyslexia.</p> <p>Consider neurodiversity in education and training and look for learning materials that accommodate various learning styles and abilities.</p> <p>For example, you may want to use a learning management system that delivers information in multiple formats – written, video, audio, etc. These tools help everyone, whether they're neurodivergent or not, to learn in the way that works best for them. This flexibility, in turn, can help with information retention and set employees up for long-term success.</p>				
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		Add follow-up support and flexible methods for employees to demonstrate understanding to maximize training efficacy.				
15	Are the managers/employees informed/trained about specific perceptions, differences of metaphors, idioms, humor of neurodivergent people?	<p>Lack of understanding about different perception of metaphors, idioms, humor differently of neurodivergent people</p> <p>If there are employees who display a 'literal' understanding of language that is sometimes associated with autism, ensure all staff are informed that communications with metaphor, idiom, humour and acronyms many not be understood by an autistic colleague.</p> <p>They may have major difficulties in recognizing and responding to emotional states in others' facial</p>				

		expressions. Such difficulties in empathy underlie their social-communication difficulties				
16	Do you offer a checklist of adjustments to external training providers?	Other stakeholders/external providers are not informed about the neurodivergent candidate				
17	Are there any procedures for recognition and awards for the achievements/contributions of neurodivergent employees?	Not enough knowledge about the specific needs of neurodivergent people They have an increased need for recognition and clarity about how they are doing. Recognition and positive feedback should rather not be made public. A lot of these people don't like being in the limelight				
18	Are there any procedures for career development and promotion in your company , taking into account the specifics of the neurodivergent employees?	Not enough knowledge about the specific needs of neurodivergent people It is vital that any assessment which is				

		<p>related to career development and promotion should be designed not to disadvantage neurodivergent people. For example, tests should not depend on listening to long lists of instructions or reading or writing large amounts of material in a short time.</p> <p>Flexibility of promotion options - not every person neurodiverse or neurotypical wants to be a manager e.g. Promotions can be as a manager or as subject matter expert.</p>				
19	Are there any procedures for job rotations, enabling people to use their full potential at the right place with the right tasks?	Not enough knowledge about the specific need of neurodivergent people				
20	Are there any procedures for disciplinary actions towards neurodivergent employees?	Wrong attitude towards mistakes and absence				

		<p>Relaxation of triggers for disciplinary action for matters such as sickness absence or mistakes arising from executive function impairment (the abilities that enable people to translate motivation into action).</p> <p>For example, people with autism have specific brain activity, namely lower activity in the prefrontal cortex, affecting executive functions, and higher activity in the sensory cortex, leading to sensory hypersensitivity.</p>				
21	Do you have a policy to provide additional tools and assistive technology for your employees with specific needs?	<p>The need for individual approach regarding additional tools/technologies</p> <p>A personal workstation (rather than sharing a workstation or 'hot-desking') and specific tools to aid work organisation, such as a</p>				

		visual timetable or organiser app.				
22	Do you have new practices, products, initiatives or procedures developed by or with the involvement of neurodiverse people?					
	Total number of points					

Instructions for completing the questionnaire for neurodiversity inclusive procedures and culture in the organization

The check list for neurodiversity inclusive procedures and culture in the organization consists of 22 questions covering the entire life cycle of the workplace. Read the criteria in column 2. Column 3 provides explanations and examples of possible improvements for each criteria. The explanations are only illustrative and not exhaustive.

Evaluate each criteria in the column 4,5, and 6 according to the current state in your organization, regarding the 22 criteria.

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R: Results: Have you already recorded concrete results?

Please rate the status of each column using the scale from 1-5

1 – Not at all, 2 - Not much, 3 – Neutral, 4- Fairly, 5 – Significant

And provide some concrete examples in the table or as an additional document.

Every single criteria must be rated in all three columns 4, 5 and 6!

For example:

- If you implemented some efforts to make reasonable adjustments in the job description procedures regarding the needs of neurodivergent candidates, you might rate this criteria with the score of 3 in Column 4, and at the same time to indicate in column 5 that you are willing/intend to invest even more attention in this direction and give the score of 5, to improve this criteria. Column 6 might be still assessed with the score of 2 (you have improved your job descriptions, but you still haven't seen the impact of these adjustments, as you haven't hired a neurodiverse candidate yet)
- It is also possible that you answered with the score of 1 to all the criteria in column 4 and column 6, i.e. no efforts in reasonable accommodations are invested so far and accordingly there are no concrete results to be recorded, but in column 5 to rate your willingness to make these reasonable accommodations for some criteria, as you are a company at the very beginning of this process.
- It is possible that you answered more than with rate of 1 to some of the criteria in column 4, and you recorded some results in column 6, but you also rated the same criteria with the score of 1 or 2 in column 5 because you have no intention and willingness to pay more attention in this direction in the future.

Assessment of the index of inclusive procedures and culture:

After completing the questionnaire, sum up the points of all criteria. You will get a score where the minimum number of points is 22, the maximum is 110, for each of the column 4, 5 and 6. Then start estimating your organization's index of inclusive procedures and culture by dividing the number of points by the number of questions 22, for each column 4, 5 and 6.

- Minimum index for inclusive procedures and culture - 1
- Maximum index for inclusive procedures and culture - 5.

Then calculate your final organization's index for inclusive procedures and culture using the following formula.

Multiply the index from column 6 by 100%, and the weight of the index from column 4 is 20% and for column 5 is 10%. Then sum the three results together. Below is an example:

No	Column	Average index	%	Final index of procedures and culture
1	Column 6	2,40	100%	2,4
2	Column 5	3	20%	0,6
3	Column 4	1,5	10%	0,15
4	Total index of inclusive procedures and culture			3,15

The minimum final index could be 1,3 and the maximum 6,5!