



Neurodiversity Learning Guide for Recruiters

Workbook 2



How to use the workbook

You must have Adobe Reader installed on your device in order to interact with most features throughout this document.

If you already have Adobe Reader, please ensure you're using the most up to date version.



Download the software

To get the most out of these assessment guides you should use a desktop or laptop rather than a mobile device.



Welcome back!

Welcome to part two of our Neurodiversity Learning Guide, designed by resourcing professionals and neurodiversity experts to help you, as a recruiter, improve your skill set and confidence when engaging with neurodiverse candidates.

In Workbook 1, you learnt about the support needs of neurodiverse candidates. This guide builds on your learning so far, but with a focus on applying the skills and knowledge you gained to some typical candidate situations. There are three case studies for you to consider, each with a different focus:

Case study 1

Reasonable adjustments

Case study 2

Core skills & disclosure

Case study 3

Hiring manager concerns

Specialist contributors

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How will this learning benefit me?

This learning will benefit you, your organisation and society.

Test some of the dos and don'ts using typical scenarios.

Cement your learning so far.

Practice responding to challenges.

Learn how to provide feedback to candidates.

Think about your own organisation's policies and approaches within the context of neurodiversity.

Have confidence in applying your knowledge from Learning Guide 1 to a range of different situations.



It's time to meet the candidates

In this section we'll introduce you to three fictional candidates.

Each candidate has their own story. You'll hear about their background, their strengths and how their neurodiversity impacts them, then be asked to decide how best to respond to some questions about their assessment journeys.

When working through the information, think about how you would listen to, respond and support them.

In particular, consider how they:

- Might present themselves during your contact
- Process and respond to the information you are sharing

Click on the dots to meet the candidates.

Candidate 1 - Helena



Watch this video from Alyson Hollway

Alyson, our neurodiversity specialist, will introduce you to our first candidate, explain her background and the details of her application

Question 01

How would you respond to Helena's request for extra time for her final stage interview?
Choose the response you feel is best.



Question 02

What challenges might the assessment centre present for Helena?

Think about how Helena’s neurodiversity might impact her behaviour.
Take a moment to note down your thoughts in the space provided.

Write down your thoughts here

Our thoughts on this included:

Question 03

What support can you offer Helena in advance of the assessment centre to build her confidence?

Write down your thoughts here

Remember to:

Question 04

What other reasonable adjustments could you make for Helena?

Decide whether each statement is true or false.

Question	True	False
Make assessors aware of the nature of her neurodiversity and support needs.		
Have Helena work in a smaller team for the group exercise.		
If assessing virtually, ask candidates to use the 'raise hand' feature during the group exercise.		

Question 04 continued

What other reasonable adjustments could you make for Helena?

Decide whether each statement is true or false.

Question	True	False
Inform the other candidates of Helena’s neurodiversity so they can be sensitive to her need.		
Allow and encourage all candidates to have short “brain breaks” in-between excercises.		
Talk Helena through a detailed account of the final stage assessment timetable so she knows what to expect.		

Best practice

Fundamentally, best practice means designing an end to end assessment process (group activities, case studies, psychometrics, interviews, role plays etc) and evaluation guidance that match the requirements of the role, for all candidates, not just those who are neurodiverse.

For example, if you are using a group exercise, it's because teamwork and communicating skills are essential for the role. If not needed, then consider changing it and replacing with a more suitable assessment.

What's also important to remember is that one solution doesn't fit all. Needs vary between candidates and depend on the demands of the situation.

The candidate is the best person to advise you on what reasonable adjustments they feel they need (although keep in mind that not all requested adjustments will necessarily be reasonable or appropriate based on the circumstances). They may come up with an idea that you've not thought of, so be open minded. Often the adjustments we make really reflect good practice in general, so if practical, you can make this adjustment a general thing.



Recording reasonable adjustments for neurodiverse candidates

Having reviewed some of the reasonable adjustments that might be needed for Helena, you may be wondering: **“How should I record this information, do I need to confirm it, and how should it get passed on to the hiring manager so that they can understand what is required?”**

Click on the arrow to see our tips.



Candidate 2 - James



Watch this video from Alyson Hollway,
our neurodiversity specialist, to find out about James.

Question 01

Is James suitable for the role?

Three candidates seem to meet the immediate requirements, of which James is one, however the other candidates didn't describe any notable development areas. The hiring manager expects you to put forward two or three high performing candidates and has high expectations.

So, what do we think about James' suitability for the role? Even though James has not disclosed that he is dyslexic, we could reasonably be expected to have inferred that he is neurodiverse from the way his CV is presented and from the screening call.

Strengths

Challenges

Question 02

Given what you know, should you progress James to an interview?

Click on the buttons below to show the answer.



Question 03

If we progress James' application and invite him to an interview, what should we tell the hiring manager?

Decide what you would do in the following circumstances:

Question	Yes	No
Make the hiring manager aware of James' dyslexia.		
Make the hiring manager aware that you suspect James is dyslexic.		
We can remind the hiring manager that the individual's CV is not necessarily the best measure of their potential performance in the role.		
Remind the hiring manager of the importance of finding the right specialist.		

Best practise

"Disclosure can be frightening; once it's out there you can't take it back."

The issue of disclosure is central to this learning. It's really important to understand some of the **challenges and sensitivities** around disclosure and why it's so **important to handle this positively and sensitively**.

In disclosing, candidates may feel they are taking a huge risk. They might be concerned they won't be supported or worry that it will affect their chances of getting the job if they have disclosed.

Of course, we know that the **Equality Act** offers protection from discrimination in recruitment (amongst other areas) for candidates who have a disability, yet these are real concerns for people, so it's important to acknowledge them.

It will help your confidence when dealing with neurominority candidates if you understand your organisation's policy, process and practice around disclosure, so that you know exactly what steps to take if and when a candidate discloses to you.

Ideally the steps following a disclosure should include the following:



Candidate 3 - Aliya



Watch this video from Alyson Hollway,
our neurodiversity specialist, to find out about Aliya.

Question 01

The client project that Aliya is being considered for has very tight timelines. All of the strengths listed below are relevant to her, but which three might you emphasise to the hiring manager to demonstrate her suitability for the role?

Strength	Yes	No	Strength	Yes	No
Working at pace.			Exceptional presentation skills.		
Strategic thinking skills.			Performs best under pressure.		
Excellent written skills.			Creative problem-solving.		
Capacity to engage and build relationships with others quickly and easily.			Collaborative approach and interpersonal strengths.		

Question 02

Given the impact on Aliya of her ADHD, what reasonable adjustments might you expect her to request so that she can be at her best during the interview?

Take a moment to jot down your ideas about the adjustments Aliya might request during the interview. Afterwards, click on the white boxes on the right to see some of our suggestions.

Interview

Question 03

How can you persuade the hiring manager to put adjustments in place?

Many hiring managers will really embrace neurodiverse candidates and will see the amazing potential they can bring to the team, but some will be cautious and may need your help to understand the issues and the reasonable adjustment regime. Think back to workbook 1 and the advice our colleagues gave you about how to discuss neurominority candidates with reluctant hiring managers. Select the statements below to see which would be most effective here.

Statement	True	False
Listen to their concerns.		
The type of interview and organisational adjustments needed for Aliya are simply good people management skills and approaches.		
In terms of the adjustments the main effort will be on Aliyah's part.		
Discuss the hiring manager's reluctance with their line manager.		
If the candidate meets the requirements for the role, remind them that they have a legal (and moral) obligation to not discriminate and to fairly consider the candidate against the criteria for the role.		

Question 03 continued

How can you persuade the hiring manager to put adjustments in place?

Statement	True	False
Discuss the value of building a diverse team.		
Encourage the hiring manager to ask their team about adjustments that can be made for Aliya.		
Share success stories; remind the hiring manager of the strengths that neurodiverse talent brings to a team, rather than focussing on the negatives that can often be managed.		

After your conversation, the hiring manager takes on board your advice and interviews Aliya for the role. They think she will be a great addition to the project team but she does not have the level of experience needed for this particular role. They decide to make Aliya an offer for an alternative role which doesn't require as much experience and have asked you to provide feedback.

Providing feedback to candidates

The way to provide feedback to a neurominority candidate should mirror best practice for giving feedback generally to all candidates. For example, being told post interview that someone else was more suitable, is not feedback they can reflect on or find useful. Your feedback should:



It's worth bearing in mind that some neurodiverse people can find it hard to process a lot of verbal information at once so try to:

- Keep the feedback structure simple and explain the structure before you start
- Manage expectations of candidates that are likely to want minute detail explaining that you will focus on some key areas and not all aspects
- Keep the content of your feedback concise and precise
- Be prepared to go over things again and check understanding.



Summary of key learning points

That brings us to the end of our Neurodiversity Learning Guides for Recruiters.

We hope you are feeling more confident, knowledgeable and better prepared for your conversations with neurodivergent candidates and your hiring managers.

The main points to take away are:

We'd like to round off now with a final few thoughts from Jackie Henry, UK Managing Partner for People & Purpose, Deloitte.



Closing thoughts



We'd really value your feedback...

We'd like your feedback on how helpful you've found this guide. Please click on the following link to tell us what you've liked and what could be improved:

Let us know how we did



Specialist Contributors

Deloitte would like to sincerely thank the following people for their expert opinion and special contribution to this eLearning. Click on the photos below to see their bio.

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