



AutonomyWorks

Exceptionally Talented to Empower Your Business

AutonomyWorks
November 10th, 2020

Introduction: Karrie Pece



*Director, Talent and Operations
kpece@emailautonomy.com*

- 15-year career focused on providing employment opportunities for individuals with disabilities
 - Certified Rehabilitation Counselor
 - Author of award-winning self advocacy curriculum
 - Executive education in social impact strategy
- Business Background
 - Operations management for a team of 40 people, 80% with autism
 - Matching the skills of people with autism to the needs of businesses
- Learner, cake decorator, reader

Mission at AutonomyWorks...

Change the way the world views people with autism.



AUTONOMYWORKS

The Business

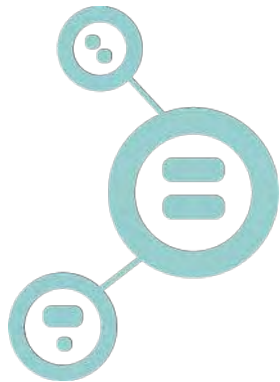


The inspiration for AutonomyWorks

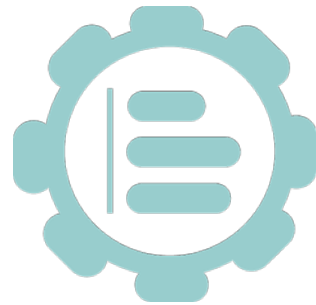


- Matthew is the founder's 25 year-old son and oldest child.
- He is passionate about sports (watching and playing), video games, and cop shows.
- Matthew attends the local community college where he takes computer courses.
- He is great with numbers and has exceptional spatial skills.
- Matthew has Autism Spectrum Disorder.

AutonomyWorks eliminates complexity ...



Data
Management



Transaction
Processing



Quality
Assurance

... by unlocking the talents of people with autism.



- Many people with autism excel at delivering Operations Support to businesses.
 - Exceptional attention to detail
 - Affinity for repetitive work
 - Obsession for quality and accuracy
 - Keen math, technical, and analytical skills
- Hundreds of thousands of qualified candidates are ready to work.
 - Nearly two million people in the US
 - 50,000 enter the workforce every year
 - Unemployment rate exceeds 80%

Selected clients



Core capabilities

TRANSACTION PROCESSING

Set-up, processing and QA of complex operational transactions

- Data capture from a variety of sources
- Processing claims review and auditing
- Audit and validation services

QUALITY ASSURANCE

Testing and validation of consumer facing and operational systems

- Website and content validation
- Test and validate data sets
- Discovering bug and UI issues

DATA MANAGEMENT

Build and validate data sets

- Integrate data from multiple sources
- Validate internal data sets against data sources
- Evaluate operating data sets

Zone of excellence

Work Characteristics

Processes
(not just repetition)

Guidelines
(not just rules)

Flow
(not just predictable)

Perfection
(not just adequate)

Team Strengths

- Integrate with client processes
- Incorporate unique request attributes

- Apply decision criteria consistently
- Operate within the “grey”

- Master tasks with consistent engagement
- Improve focus with experience

- Dedicated to accuracy
- Obsessed with order

Examples

- Ad operations
- Reporting

- Ad review
- Email set-up and QA

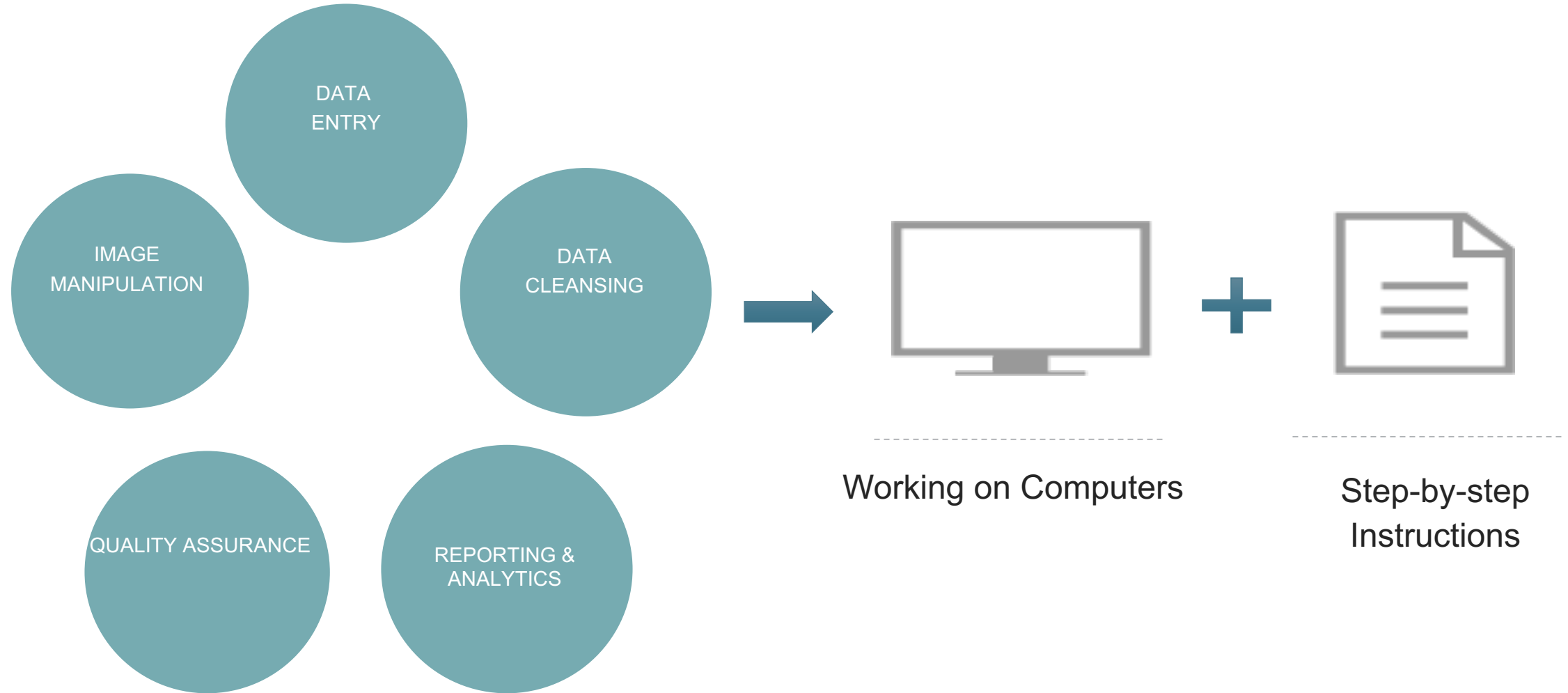
- Screenshots
- Creative QA

- Site QA
- Trafficking

Process and Workflow



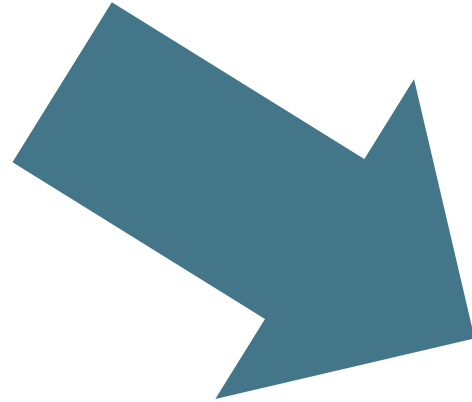
HOW WE WORK



CONSISTENT STRUCTURE

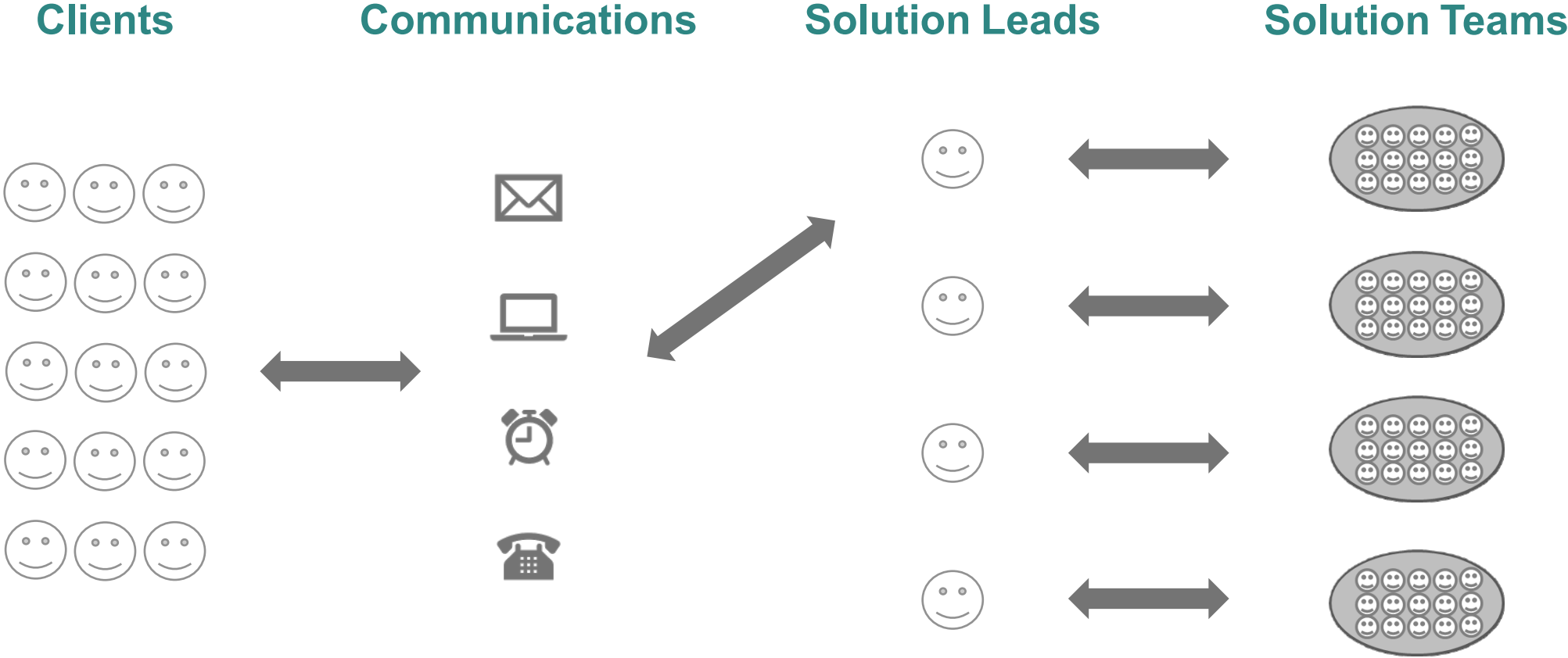
OUR PROCESS

We do highly repetitive, detail-oriented work that needs to be produced consistently at a high level of quality



For Associates to be successful at providing this to clients, we try to ensure that everything follows consistent processes

Communication and collaboration



TRAINING & HIRING



MULTIPLE PATHS TO EMPLOYMENT

BECOMING AN ASSOCIATE AT AUTONOMYWORKS



JOB SHADOW



ASSESSMENT



APPRENTICESHIP



LONG-TERM EMPLOYMENT

Sources

- DRS/DEI partners
- Partners
- Public



TRAINING PROGRAM

Gradual Interview Process



Trainee Candidate Profiles

EXPERT

Apprenticeship

- Mastery of Computer Skills & Concepts
- Expert user of all Software
- Completes all Worksets within Performance Benchmarks
- Moderate Work Experience
- Works Autonomously
- Demonstrates Social Maturity

TIME
NEEDED

< 24 HRS

PROFICIENT

Work Experience Training: Accelerated

- Computer Skills proficiency
- Competent user of some software
- Needs additional software training
- Completes some Worksets within Performance Benchmarks
- Some work experience
- Aptitude to work autonomously
- Demonstrates Social Maturity

~50 HRS

+ Apprenticeship Level 3

EMERGING

Work Experience Training

- Needs Basic Skills training
- Familiarity with some software
- Needs additional software training
- Completes some Worksets within Performance Benchmarks
- Limited or no work experience
- Demonstrates potential to work autonomously
- Needs some professional development

~75 HRS

+ Apprenticeship Level 3

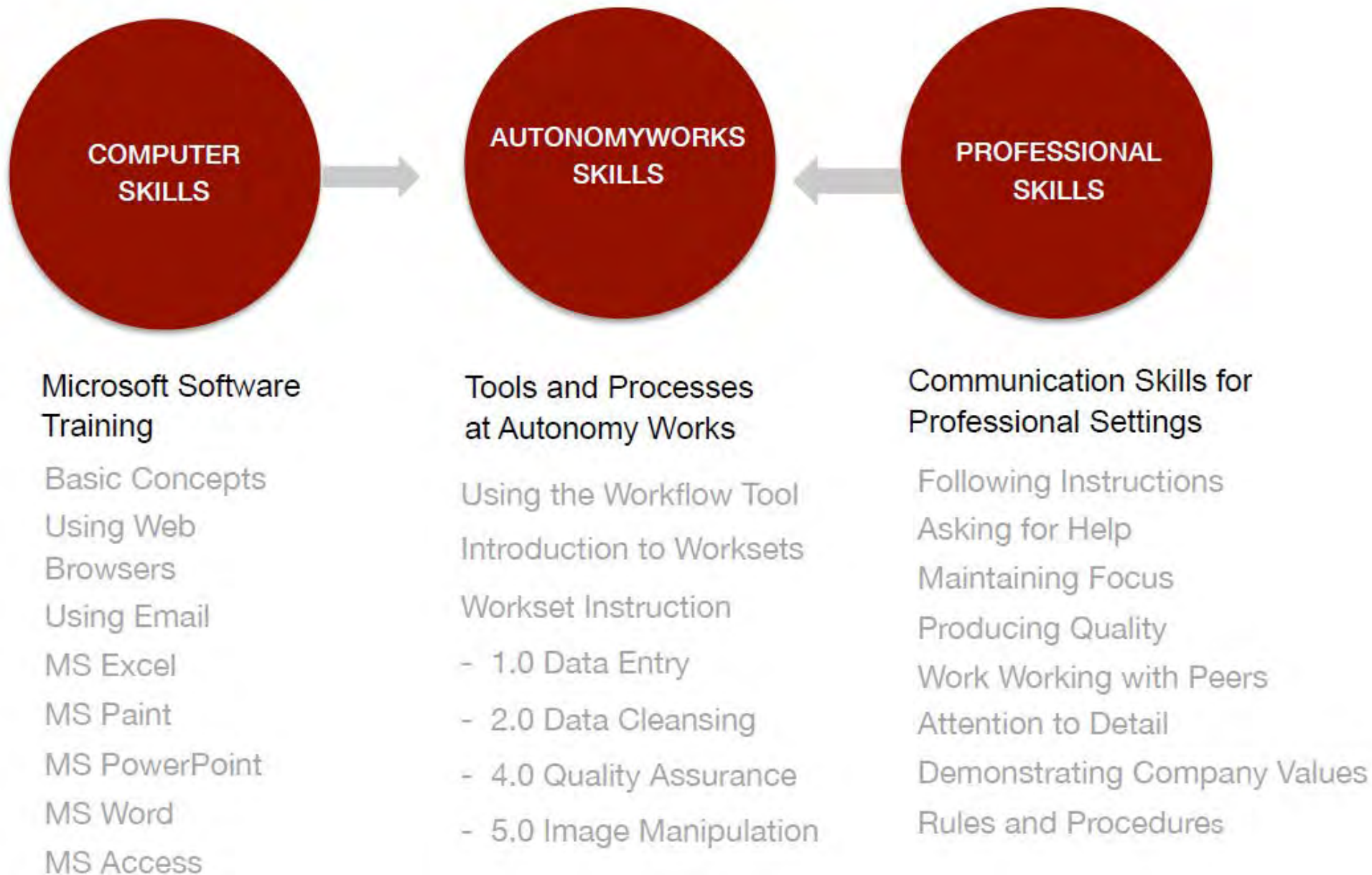
NOT A FIT

Extensive Training Needed

- Needs in-depth Basic Skills training
- Not familiar with software
- Needs in-depth software training
- Unable to complete worksets within acceptable range
- Limited or no work experience
- Unable to work autonomously
- Needs professional development

75+ HRS

Training Topics



Show Me, Guide Me, Support Me

Train and Transfer



Show Me

Facilitator leads teaching by showing trainees the task. Facilitator models the task/skill/behavior while the trainees follow along.



Guide Me

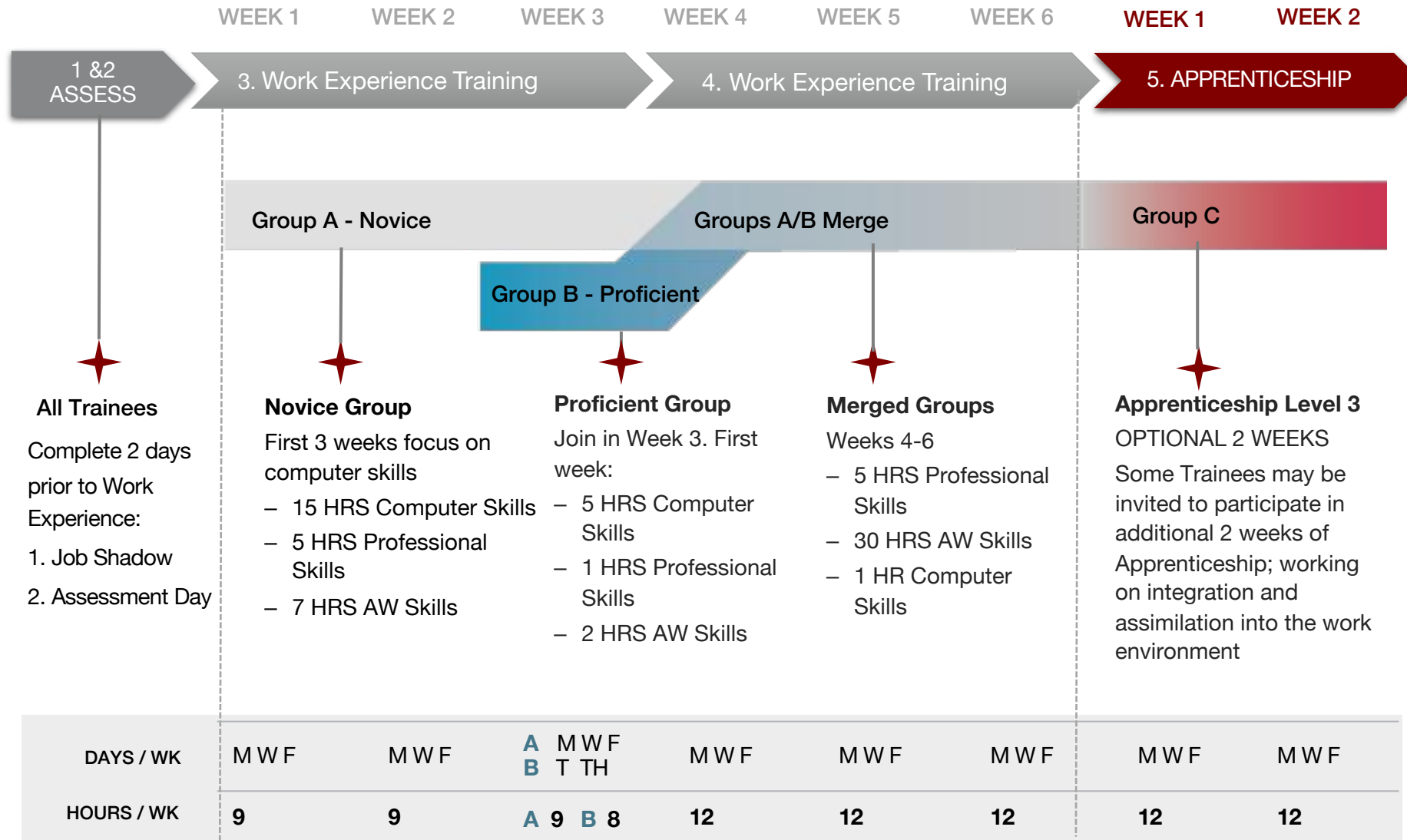
Facilitator and Trainee work together. The trainee starts the task with direct supervision and guidance from the Facilitator.



Support Me

Trainee works independently to complete task. Facilitator is present for questions and assistance.

Program Tracks: 5 Step Program; Multiple Entry Points



Structured Schedule

	MON	TUE	WED	THUR	FRI
	LEVELS 1 / 2		LEVELS 1 / 2		LEVELS 1 / 2
8:30	START SHIFT (:05)		START SHIFT (:05)		START SHIFT (:05)
	DAILY OPENER (:15)		DAILY OPENER (:15)		DAILY OPENER (:15)
9:00			RE-TEACH (:15)		RE-TEACH [FLEX TIME]
9:30	WORKSET INSTRUCTION <i>4.0 Quality Assurance</i> (8:50- 10:20)		WORKSET INSTRUCTION <i>4.0 Quality Assurance</i> (9:05 - 10:20)		WORKSET PRACTICE <i>4.0 Quality Assurance</i> <i>Banners or Landing</i> (8:50- 10:20)
10:00					
10:30	BREAK (:10)		BREAK (:10)		BREAK (:10)
11:00			RE-TEACH		
11:30	WORKSET PRACTICE <i>4.0 Quality Assurance</i> (10:30- 12:15)		WORKSET PRACTICE <i>4.0 Quality Assurance</i> (10:30- 12:15)		<i>Working with Peers</i> (10:20 - 12:00)
12:00					<i>Weekly Wrap Up</i> (:15)
12:30	CLOSURE (:15)		CLOSURE (:15)		CLOSURE (:15)
1:00					

Trainee Experience



Working on Computers



Training Binders



Worksheets



Instructions



Trainer to Guide You



Group Work



Independent Work



Repeatable Schedules
and Routines

Instructions

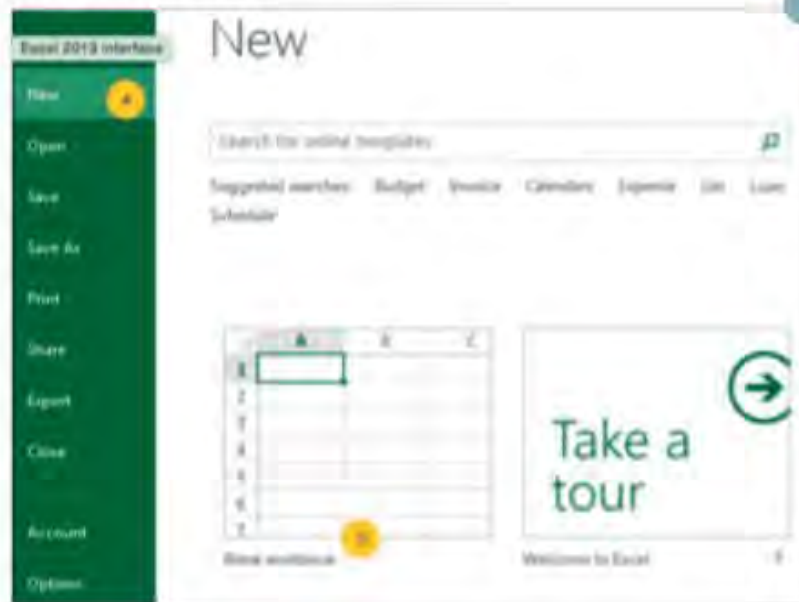
Main Lesson: Creating a Personnel Profile Using Excel

TOOL NAME DESCRIPTION COMPLETED



1.1 Document Set Up

- .1 Open Windows Explorer
- .2 Navigate to "Microsoft Excel"
- .3 Open Microsoft Excel
- .4 Select "New" from Menu
- .5 Select "Blank Workbook"



1.2 Save File

- .1 Click "File" in the top left of the window.
- .2 Select "Save As" from the menu
- .3 Select "Computer"
- .4 Go to \Desktop\Training\Team [X]\05Excel









Professional Skills | Code Cards



Situation

Adam is working on a new type of work today for one of the clients that is different than the work he's done before. He did some training last week to learn the new tasks and today is his first day working the Production Floor, using the new workset. There are a couple of instructions that Adam doesn't fully understand. Since his Supervisor is busy helping someone else, he decides to keep going. He does the tasks as best he can and keeps going through the workset. During his Quality Check with his Supervisor, Adam learns he's made 10 errors. What should he do differently next time?

The Rules







-  Carefully following instructions is an important part of producing quality work at AutonomyWorks.
-  Instructions are provided through Worksheets at AutonomyWorks.
-  Worksets outline the exact instructions, step-by-step, that you need to follow to complete a task.
-  Following workset instructions exactly as they are written is how work is done at AutonomyWorks. It's a basic requirement for anyone to work here.
-  You should never guess or make up different steps when you don't understand an instruction. This can cause errors and bad quality work.
-  It's important to ask for help from a Supervisor when you don't understand an instruction or task.
-  Following instructions in worksets is an important skill to have at AutonomyWorks.
-  All Associates are expected to follow instructions if they want to work at AutonomyWorks.

Following Instructions




Steps to Take

Following instructions is very important.... **I can follow these steps**

-  **1 Read Carefully** - I should pay close attention to the instructions. They were created to help me do work correctly.
-  **2 Follow exactly** - I should follow the instructions and do them exactly as they are written, in the order they are written, to make sure my work is accurate.
-  **3 Ask for Clarification** - If I don't understand a specific step or direction and I am stuck, I should ask a Supervisor to help me understand.
-  **4 Don't Guess** - If I don't understand a step or directions, I should not try to guess at how to do the step. This could lead to errors.
-  **5 Report Discrepancies** - If I find an error or mistake in the worksets or instructions, I should report it to a Supervisor so they can be corrected and prevent errors.
-  **6 Focus on Quality Checks** - Quality Checks are a time for me to learn where I'm making common mistakes. I should pay attention to where I'm making mistakes and try to prevent making the same error the next time.

Social Narratives | Code Cards

Dealing With Change 2



I think it's a level 3

Feels more like a level 1 to me

Change Rating Scale

How does the change I am experiencing now compare to other changes I know?

TYPE OF CHANGE	EXAMPLES	HOW / WHERE THEY HAPPEN	HOW I MIGHT REACT
<p>5</p> <p>HUGE</p>	<ul style="list-style-type: none"> • Moving • Marriage • Divorce • Birth or Death in the family 	<p>Huge changes usually occur outside the office. They do not happen often.</p>	<ul style="list-style-type: none"> • I might take weeks to get comfortable with it • I spend lots of time thinking, planning and talking about it
<p>4</p> <p>BIG</p>	<ul style="list-style-type: none"> • Getting a new car • Moving to a new office • Getting a new Supervisor 	<p>Big changes can happen at home or at work. They do not happen often.</p>	<ul style="list-style-type: none"> • I might take a day or two to adjust • I talk about it a few times • I ask others questions about it • I remind myself about when it will happen
<p>3</p> <p>MEDIUM</p>	<ul style="list-style-type: none"> • New computers at the office • Learn new skills for a client • Starting work on a new client 	<p>Medium changes happen often. They can happen anywhere.</p>	<ul style="list-style-type: none"> • I might take an hour or two to adjust • I may or may not talk about it • I may have questions about it • They are often unexpected
<p>2</p> <p>LITTLE</p>	<ul style="list-style-type: none"> • A coworker is absent today • You must use a different computer • Your train is a few minutes late • A Supervisor gives you a new task 	<p>Little changes happen a lot. They can happen many times every day anywhere.</p>	<ul style="list-style-type: none"> • Takes a minute or two to adjust • I may need a break or to ask questions to get comfortable with it • Usually unexpected
<p>1</p> <p>GLITCH</p>	<ul style="list-style-type: none"> • Lightbulb is out in the bathroom • You find a typo in the directions • Office chairs are arranged differently 	<p>Glitches happen all the time. They happen anywhere.</p>	<ul style="list-style-type: none"> • Not even noticeable by others • Most people do not feel bothered by glitches

Code Cards Topics

ASKING FOR HELP

RESPECTING PRIVACY

MANAGING INTERRUPTIONS

FOLLOWING INSTRUCTIONS

FOLLOWING THE RULES

NOT INTERRUPTING OTHERS

STAYING FOCUSED AT WORK

MONITORING TONE OF VOICE

RESPECTING PERSONAL SPACE

LEARNING NEW SKILLS

PERSONAL HYGIENE

DEALING WITH FRUSTRATION

DEALING WITH CHANGE

DEALING WITH DISAPPOINTMENT

RECEIVING FEEDBACK

SHARING KNOWLEDGE

HELPING OTHERS

GIVING FEEDBACK

WILLINGNESS TO WORK

BEING A TEAM PLAYER

INITIATING CONVERSATIONS

Behavior Procedures | Clear & Explicit Expectations

WHEN TO ASK FOR HELP

<i>I have a question about....</i>	<i>Is the question.....</i>		<i>Then I should.....</i>
I don't understand a direction or instruction and need clarification	<i>preventing you from starting or continuing the task you are working on?</i>	YES	Ask a Supervisor for help
		NO	Review with a Supervisor when we check my work
I think I made a mistake	<i>something you can correct by reviewing and following the steps?</i>	YES	Review the steps and correct the mistake
		NO	Ask a Supervisor for help

I can't login to my computer

preventing you from starting or continuing task you are working

I can't access the Workflow tool

preventing you from starting or continuing task you are working

I don't understand how to use or find a tool in a software program

preventing you from starting or continuing task you are working

WAYS TO DEMONSTRATE COMPANY VALUES

AutonomyWorks Values

What We Expect From You

Vocal

- You ask for help when needed

Passionate

- You are willing to work
- You care about the work you do

Intentional

- You follow instructions exactly as they are given
- You strive for maintaining accuracy in your work
- You follow rules, routines and procedures

Resilient

- You maintain focus in your work
- You manage your frustrations appropriately
- You deal with change effectively
- You manage interactions with others correctly
- You regulate your emotions

Constructive

- You give and receive feedback appropriately
- You are a team player
- You respect the personal space and privacy of others

Supportive

- You help others
- You share knowledge to help others learn

Performance Management | Formal Performance Evaluation

AutonomyWorks Trainee Assessment

Midpoint Status Summary for: Trainee Name
Date: 5/15/15

This report contains the results of your performance in the AutonomyWorks Training Program to date. Two categories of are evaluated at AutonomyWorks: Professional Skills and Quality of Work. In addition, all Trainees are required meet the Mandatory Requirements to be eligible for ongoing training. Performance metrics are used in consideration of continuation into Apprenticeship and future employment eligibility.

1. ARE YOU MEETING MANDATORY REQUIREMENTS?	MEETS REQUIREMENT
1. Meets Attendance Requirements	<input checked="" type="checkbox"/>
2. Is On-Time	<input checked="" type="checkbox"/>
3. Communicates Professionally	<input type="checkbox"/>
4. Demonstrates Professional Conduct	<input checked="" type="checkbox"/>
5. Follows Direction	<input checked="" type="checkbox"/>
6. Completes Duties as Assigned	<input checked="" type="checkbox"/>
7. Demonstrates Technical Aptitude and Competency	<input checked="" type="checkbox"/>

Trainees must be meeting all mandatory requirements to maintain eligibility for continued training and consideration of Apprenticeship

Eligible for continued Training Yes No

Eligible for consideration to participate in Apprenticeship Yes No

2. YOUR PROFESSIONAL SKILLS PERFORMANCE

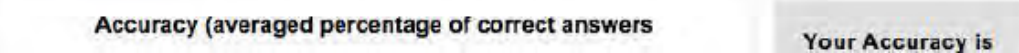
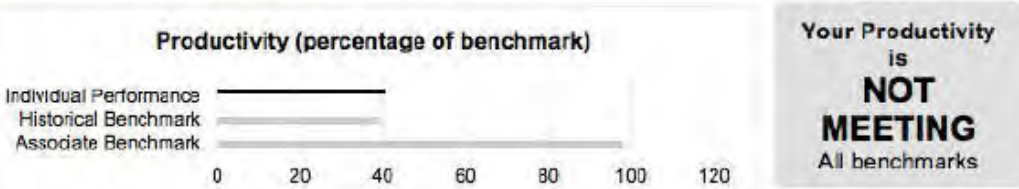
	NOT MEETING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
1.1 Advocates for help when needed <i>Able to recognize and ask for help independently</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2 Demonstrates ownership for learning <i>Takes responsibility for learning inside and outside the Training Program</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3 Manages emotions effectively <i>Able to control frustration, anger and disappointment without disrupting tasks or peers</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.4 Maintains focus <i>Able to sit for long periods of time doing repetitive tasks independently, with sustained productivity and accuracy</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.5 Handles feedback / criticism effectively <i>Able to give and receive feedback in a positive manner</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. YOUR QUALITY OF WORK PERFORMANCE

This report contains quality metrics based on one formal assessment and your cumulative productivity and accuracy scores. Quality of work is based on measuring both Productivity and Accuracy. Productivity refers to the amount of time it takes to complete a task, while accuracy refers to the error rate of completed tasks.

Your cumulative performance is compared to other Trainees who have participated in the Training Program in the past (Historical Benchmark) and to the performance of AutonomyWorks' Associates (Associate Benchmark).

Formal Assessment Performance (4/11/15)



Team Management



Strengths and Abilities

Individuals with autism may excel in jobs utilizing their strengths in.....

STRENGTHS

Recognizing Patterns

Visual Processing

Attention to Detail

Following Directions

Sequencing and Ordering

Analyzing

Calculating

Process-driven Tasks

ABILITIES

Excellent Memory

Detailed, Factual Knowledge

High Levels of Concentration

Honesty

Loyalty

Direct Communication

Non-judgmental Listening

Challenges

In a work environment, people with autism may struggle with

SOCIAL

Understanding social interactions

Initiating or sustaining conversation

Indirect / non-verbal communication

Having empathy for others

Perceiving emotions of peers

Honesty

Appropriate responses to others

Controlling impulses & emotions

Speech

EXECUTIVE FUNCTION

Understanding the big picture

Working Memory

Planning or Prioritizing

Organizing themselves

Switching tasks

Initiating work

Decision-making

Setting goals

Developing motivation

Managing emotions & actions

REPETITIVE / RESTRICTIVE

BEHAVIOR

Motor Movements

Adherence to Routines

Fixated Interests

Reaction to sensory inputs

Strategies for Managing Workforce

Best practices for managing workflow, communication and performance

COMMUNICATION STRATEGIES

DO

- ✓ Use literal language
- ✓ Be direct and prescriptive
- ✓ Be concise
- ✓ Demonstrate when possible
- ✓ Check for understanding
- ✓ Written & visual supports
- ✓ Assist with technology

DON'T

Use abstract language (subtext, sarcasm, hidden meaning, social / cultural references)
Rely on non-verbal communication

PERFORMANCE MANAGEMENT

DO

- ✓ Document Expectations
- ✓ Break down job responsibilities
- ✓ Clearly documented performance criteria
- ✓ Ongoing, routine assessment
- ✓ Model desired behaviors
- ✓ Concrete examples of desired behavior
- ✓ Provide support / boundaries for behavior challenges
- ✓ Regular, constructive, consistent feedback

Best Practices for Matching Skills



PHYSICAL ELEMENTS

Hours to be worked
Acceptable noise levels
Pay, time off, benefits
Acceptable activity levels
Physical requirements (lifting, standing, sitting)
Acceptable rate or error
Production requirements (safety, security, lighting)
Job location (transportation)
Recovery space

SOCIAL ELEMENTS

Level of interaction with others
Grooming / hygiene requirements
Clearly defined job expectations
Required communication skills
Available personal space
Phone / vending / cafeteria access
Coworker training and support
Community status

Tips for Assessing Talent

Hiring people with autism means a different process for interviewing & evaluating potential

RETHINK THE INTERVIEW PROCESS

- 1 **Ignore the Resume.** Focus on Skills and other objective measures of ability
- 2 **Ask about Interests.** They're better motivators
- 3 **Interview in phases.** It gives candidates more time to demonstrate their skills
- 4 **No Surprises.** Send schedule, location, directions and instructions ahead of time
- 5 **Supported or assisted interviews** to ease candidate anxiety
- 6 **Trial Period.** Apprenticeships, internships or other two-way evaluation periods give both parties more time to determine if the job will be a good fit.

Best Practices for effective Communication



Repetition

Repeat key points.
This can be accomplished verbally, written and demonstratively



Succinct

Straight to the point. Give clear and precise directives



Name First

Use their name first when speaking so they know you are speaking to them.



Ask

Ask the Associate to repeat what you said.



Knowledge

Know your audience. Different Associates have different sets of skills and capabilities

Best Practices for effective Communication



Non-Verbal Communication

Pay attention to your proximity, your body stance and tone of voice



Active Listening

Make sure to hear what each Associate has to say in response to directions or answers to questions



Avoid open ended questions

Narrow in on the subject; give options and state your intentions



Encourage Encourage 2-way communication



Avoid analogies, figurative speech

Literal thinkers, will look for cats and dogs falling from the sky

Questions



Thank you!

