



DEVELOPING ACTIONS FOR THE INCLUSION OF PEOPLE WITH DISABILITIES IN THE CORPORATE ENVIRONMENT

DESENVOLVENDO AÇÕES PARA INCLUSÃO DA PESSOA COM DEFICIÊNCIA NO AMBIENTE CORPORATIVO

DESARROLLANDO ACCIONES PARA LA INCLUSIÓN DE PERSONAS CON DISCAPACIDAD EN EL ENTORNO CORPORATIVO

ABSTRACT

Dilemma: Vanessa, Human Resources Coordinator at MídiaPulse, faces the challenge of developing an inclusion plan after Petrúcio, a deaf employee, left the company reporting accessibility and communication difficulties in his work environment.

Educational Objective: Develop students' competencies in workplace diversity, focusing on the development of HR practices for the inclusion and accessibility of people with disabilities (PWD) in organizations.

Contextualization: MídiaPulse, a digital marketing company that has grown to 100 employees, now falls under Brazil's quota law (Brazilian Law No. 8,213/91). Although hiring Petrúcio Vianna complied with the legal requirement, it exposed structural and cultural failures in fostering an inclusive environment. Vanessa proposes a comprehensive diversity and inclusion plan and encounters resistance from leadership, who question its costs and relevance.

Main Theme: Inclusion of people with disabilities in the organizational environment and the strategic role of HR in promoting diversity.

Audience: Undergraduate and graduate (both lato and stricto sensu) students in Administration and Human Resources Management courses such as Human Resource Administration, People Management, Organizational Behavior, and Diversity & Inclusion in Organizations.

Originality/Value: This case provides a realistic and sensitive exploration of the challenges faced by people with disabilities in the labor market, encouraging critical reflection on inclusion beyond legal compliance, with an emphasis on developing sustainable and transformative HR policies.

Keywords: Workplace inclusion. People with disabilities. PWD. Human resource management. Organizational diversity.

 Ana Caroline Salviano Ramos

Master

Universidade Federal da Paraíba – Brazil

Instituto Federal do Piauí – Brazil

caroline.salviano@yahoo.com.br

 Cícero Hermínio do Nascimento Júnior

Master

Universidade Federal da Paraíba – Brazil

cicerojr@gmail.com

Submitted on: 05/24/2025

Approved on: 06/18/2026

How to cite: Ramos, A. C. S., & Nascimento Júnior, C. H. (2026). Developing actions for the inclusion of people with disabilities in the corporate environment. *Alcance (online)*, 33(2), 111-124. [https://doi.org/10.14210/alcance.v33n2\(maio/ago\).p111-124](https://doi.org/10.14210/alcance.v33n2(maio/ago).p111-124)





RESUMO

Dilema: Vanessa, coordenadora de Recursos Humanos (RH) da MídiaPulse, enfrenta o desafio de desenvolver um plano de inclusão após a saída de Petrúcio, colaborador surdo que relatou dificuldades de acessibilidade e comunicação em seu ambiente de trabalho.

Objetivo educacional: Desenvolver competências dos alunos em diversidade no trabalho, com foco no desenvolvimento de práticas de RH para a inclusão e acessibilidade da pessoa com deficiência (PCD) nas organizações.

Contextualização: A MídiaPulse, empresa de marketing digital que alcançou 100 funcionários, passou a se enquadrar na Lei de Cotas (Lei Brasileira n. 8.213/91). A contratação de Petrúcio Vianna, embora atenda à legislação, revelou falhas estruturais e culturais na promoção de um ambiente inclusivo. Vanessa propõe um plano de diversidade e inclusão, enfrentando resistência de lideranças que questionam os custos e a relevância da proposta.

Tema principal: Inclusão de pessoas com deficiência no ambiente organizacional e o papel estratégico do RH na promoção da diversidade.

Público: Turmas de graduação e de pós-graduação lato e stricto sensu na área de Administração e Gestão de RH em disciplinas como: Administração de RH, Gestão de Pessoas, Comportamento Organizacional, Diversidade e Inclusão Organizacional.

Originalidade/valor: O caso oferece uma abordagem realista e sensível sobre os desafios enfrentados por PCDs no mercado de trabalho, promovendo reflexão crítica sobre inclusão além do cumprimento legal, com foco no desenvolvimento de políticas sustentáveis e transformadoras em RH.

Palavras-chave: Inclusão no trabalho. Pessoa com deficiência. PCD. Gestão de recursos humanos. Diversidade organizacional.

RESUMEN

Dilema: Vanessa, coordinadora de Recursos Humanos (RRHH) de MídiaPulse, enfrenta el reto de desarrollar un plan de inclusión tras la salida de Petrúcio, un colaborador sordo que reportó

dificultades de accesibilidad y comunicación en su entorno de trabajo.

Objetivo Educativo: Desarrollar las competencias de los estudiantes en diversidad en el trabajo, con enfoque en el desarrollo de prácticas de RRHH para la inclusión y accesibilidad de personas con discapacidad (PCD) en las organizaciones.

Contextualización: MídiaPulse, empresa de marketing digital que alcanzó los 100 empleados, pasó a encuadrarse en la Ley de Cotas (Ley Brasileña n.º 8.213/91). La contratación de Petrúcio Vianna, si bien cumplió con la legislación, evidenció deficiencias estructurales y culturales en la promoción de un ambiente inclusivo. Vanessa propone un plan integral de diversidad e inclusión, enfrentando resistencia por parte de la alta dirección que cuestiona costos y pertinencia de la iniciativa.

Tema Principal: Inclusión de personas con discapacidad en el entorno organizacional y el papel estratégico de RRHH en la promoción de la diversidad.

Público: Estudiantes de pregrado y posgrado (lato y stricto sensu) de Administración y Gestión de Recursos Humanos en asignaturas como Administración de Recursos Humanos, Gestión de Personas, Comportamiento Organizacional y Diversidad e Inclusión Organizacional.

Originalidad/Valor: El caso ofrece un abordaje realista y sensible sobre los desafíos que enfrentan las personas con discapacidad en el mercado laboral, fomentando la reflexión crítica sobre la inclusión más allá del cumplimiento legal, con un enfoque en el desarrollo de políticas de RRHH sostenibles y transformadoras.

Palabras clave: Inclusión laboral, Persona con discapacidad, PCD, Gestión de recursos humanos, Diversidad organizacional.

INTRODUCTION

This case study addresses the inclusion of people with disabilities (PWDs) in MídiaPulse's workforce. Vanessa, the Human Resources (HR) department coordinator, needs to develop a plan to make the company more diverse and inclusive.

Founded in 2014 in Recife, Pernambuco, MídiaPulse provides marketing services,



including sales consulting, brand management, and social media campaigns, to clients across Brazil. Its portfolio encompasses digital campaign planning, social media management, multimedia content production, and performance analysis using advanced metrics (Google Analytics, Facebook Insights, and Business Intelligence – BI – tools). The company handles everything from defining target audiences, buyer journeys, and brand positioning to operational execution, such as graphic design, video editing, email marketing automation, and weekly Key Performance Indicator (KPI) reporting. It serves clients in the retail, healthcare, education, and services sectors. The organizational culture is built on three core values: innovation, collaboration, and customer focus.

In 2017, MídiaPulse reached a headcount of 100 employees, thereby falling under the scope of Law No. 8.213 of July 24, 1991 (known as the Quota Law for PWDs) which establishes, among other rules, a mandatory percentage of employees with disabilities for companies with 100 or more staff members (Planalto, 1991). To maintain compliance with the legislation, Petrúcio Vianna, who is deaf, joined the company's workforce to fill the position vacated by another employee with a disability who had left in 2017.

The company did not prioritize organizational accessibility; its focus was on operational and financial results. Against this backdrop, Vanessa, the HR coordinator, recognized the importance of including people with disabilities after conducting an exit interview with Petrúcio, who had resigned in 2024 to take a position at a public institution. Vanessa realized that the company needed to be better prepared to welcome and retain professionals in situations similar to Petrúcio's. She reflected on how she could have provided more suitable working conditions, including accessible training, initiatives for inclusion and social validation, and adjustments to communication routines and participation in meetings.

Faced with this scenario, Vanessa takes on the challenge of leading a plan to transform HR processes. Her goal is to make MídiaPulse more accessible and inclusive through ethical, equitable

initiatives that foster diversity and attract high-potential professionals.

The Journey of Petrúcio Vianna

Vanessa invited Petrúcio to an exit interview to understand his experiences at the company and the factors that influenced his decision to resign. Petrúcio accepted the invitation and, accompanied by an interpreter, spent an afternoon recounting his experiences, from his technical training and joining MídiaPulse to his professional journey leading up to his departure.

Petrúcio Vianna graduated in Visual Communication in 2016 at the age of 20, making his parents proud. Being Brazilian, deaf since birth, he relied on Brazilian Sign Language (LIBRAS) as his primary means of communication and access to knowledge throughout his schooling. Consequently, he learned Portuguese as a second language. This sometimes led to difficulties in understanding specific terms and in lip-reading during more complex communication scenarios.

He subsequently began a degree program in Language and Literature (specializing in LIBRAS), and he also got married. In 2017, feeling the need to accelerate his personal projects, he sought a better-paying job. That was when the opportunity at MídiaPulse arose, a position created to ensure compliance with Law 8.213/91 (Planalto, 1991). Petrúcio recounted:

A person with disability had been let go, and the company needed to meet the mandatory quota for hiring people with disabilities, so they thought of me! [...] I was recommended for the position and expressed my gratitude. I brought in my résumé, and the very next day, I was already working [Petrúcio].

Upon sharing the news with his wife, Petrúcio felt a mix of joy and concern: "What would it be like for a deaf person to work at a company where everyone else can hear? How would communication work? Do the employees know Brazilian Sign Language?" Petrúcio decided to go ahead, even knowing it would be a challenging experience.

Hired as an assistant in the Content Production department, his main responsibility



was developing projects and advertising materials, as well as correcting any errors. To do this, he maintained frequent contact with his supervisor and colleagues. Although the company already hired people with disabilities, it had never employed a deaf person, which caused some initial surprise:

People were in shock. Is he deaf? How is that possible? How long has he been working? People couldn't understand it [Petrúcio].

Petrúcio also reported that people would watch him when he was communicating via sign language (staring out of curiosity because it was something new) and that, although they were surprised to encounter a deaf person in the workplace, he also noticed looks of admiration.

Vanessa asked about communication challenges and the work environment. Petrúcio explained the initial strategies:

They would write things down on paper and show me. I would write back and show them, and then they would write and show it to me. Gradually, I was able to teach them some Sign Language while we worked. The people I interacted with began to improve, so we didn't rely on paper as much. [...] But there were still some difficulties. Sometimes, a person wouldn't understand LIBRAS at all, making it necessary to write things down. In other situations, I would come across a Portuguese word unknown to me, since the language is more difficult for me. So I would ask, and they would show me images to help me understand the meaning. Portuguese is my second language [Petrúcio].

When a guest speaker conducted a training session, they would request an interpreter:

Once, a guest came to conduct a training session for the company's employees. I told my boss: "Please, I need a professional interpreter! I really need someone with that level of skill, because there will be hours of lectures and I can't afford to miss that information." In situations like that, you need to hire an interpreter. In the context of a quick meeting or conversation,

however, an employee or colleague who knew a little LIBRAS would be enough [Petrúcio].

The biggest challenge, however, was Portuguese in environments where several people were speaking at once, as he relied on lip-reading:

Four people were speaking at the same time! I don't have four eyes; I can only focus on one person at a time to lip-read. That situation was difficult for me because I might have been misunderstanding things. Sometimes I would ask myself, "What am I doing in this meeting if I can't keep up?" Someone would come over to give me a summary of what had happened, but that took extra time. And sometimes, I thought I understood based on lip-reading, but when someone explained it, I realized I hadn't – and that this could have hurt my standing at the company. I didn't want to be rebuked [Petrúcio].

As Petrúcio explained to Vanessa the ways of communicating with their colleagues, he recalled his experience at the first meeting he was called to attend:

When the meeting was scheduled, no one gave enough notice to call an interpreter. Someone asked, "Is it going ahead?" So I just sat there, watching and trying to lip-read while everyone was talking without an interpreter. It was a very quick meeting; afterwards, I asked, "What did you talk about?" My boss tried to explain that it was about the new project and that there were some updates, but he gave me just a summary [Petrúcio].

Reflecting on these initial challenges faced by Petrúcio, Vanessa sought to understand how he felt in those situations and whether, at any point, he felt he had been subjected to prejudice:

I felt very anxious during that first meeting because everything happened so fast for me. For subsequent meetings, they did hire an interpreter, but I always had to remind them to call the professional, as they sometimes forgot to plan for those moments. That was disappointing.



I feel the company could have better prepared the people I worked with. [...] In other situations, I struggled a lot due to the complexity of Portuguese, which tends to have long, profound sentences, and because I wasn't used to corporate-style conversation. That made me sad because it left me feeling isolated from my colleagues. But I kept learning. Once I got used to it, things became easier. I suggested that some matters could be handled via chat, so we used technology to our advantage. [...] I never experienced any prejudice within the company. [...] When I first started the job, I thought it was great; they were very welcoming, and I didn't feel any rejection. I only believe that certain aspects of work routines and communication could have been made easier for me [Petrúcio].

Regarding his relationships with colleagues, he recalled an incident:

We were sitting there, communicating via written notes... Sometimes, I could tell from people's expressions that they were getting tired. I believe someone said something like: "Show some respect. He's deaf. Have some patience. He's your coworker." I never actually got into an argument or had any complaint with anyone, but I think that person wasn't used to interacting with a deaf person, and it wore them out [Petrúcio].

Finally, Petrúcio highlighted his commitment: he helped other teams whenever there was a backlog of work and received various commendations, such as this piece of feedback:

My boss would say things like: "Petrúcio, you're the man! You're a huge help to the company, and it's great having you here. You're a real asset to us. I hope we're being a positive influence on you, too" [Petrúcio].

Despite the recognition he received and three promotions over seven years, Petrúcio noted that the company offered limited growth opportunities and that he found the compensation (with few bonuses) unattractive. These factors prompted him to seek a civil service career in his

field of expertise (LIBRAS) and, upon passing the exam, to resign from MídiaPulse.

Vanessa's work in MídiaPulse's HR department

Historically, hiring at MídiaPulse relied on internal referrals: vacancies were announced only to employees, who would then recommend candidates, and the manager conducted a single interview for the selection process. In 2021, Vanessa joined the company as an administrative assistant and later took on the role of HR coordinator, a position reporting to the Administrative Manager, supervising an intern and a personnel department assistant.

Since taking on the role, she has created a talent pool and application forms to capture candidate profiles and implemented new stages in the recruitment process, such as resume screening and role-specific tests. Vanessa also began coordinating payroll and timekeeping under the supervision of the administrative manager, Matias.

In addition, she oversees onboarding and offboarding processes. Despite these improvements, the company still lacks a defined career path plan. It relies solely on a job and salary schedule and has not established a formal routine for managing diversity and accessibility across the organization.

The idea for the inclusion plan for MídiaPulse

Em 2024, após compreender as dificuldades In 2024, after understanding the difficulties Petrúcio had faced during his seven years at MídiaPulse, Vanessa decided it was time to drive changes in the company's processes and culture to make it more inclusive. She realized that the upcoming monthly results review meeting, which brings together coordinators, functional managers, directors, and the unit president, would be the ideal moment to present her ideas, as that is when the Balanced Scorecard (BSC) indicators for each directorate and management area are discussed.

Before the meeting, Vanessa organized her notes and outlined the proposal during a meeting with Matias (Administrative Manager since 2019). He acknowledged the initiative's



importance, commended her, and agreed that the monthly results review meeting would be the appropriate moment to launch the diversity and inclusion management program. Enthusiastic about the expected benefits, Vanessa structured the presentation content and awaited the event.

The proposal presentation at the results meeting

Before the CEO opened the meeting, Matias approached Roberto:

"Mr. Roberto, Vanessa, which is the HR coordinator who works with me, would like to present a proposal from our department to everyone here."

"That's fine, as long as it doesn't take too long. I have another meeting right after this," Mr. Roberto replied.

At the end of the agenda, Matias asked for everyone's attention:

"Folks, before we wrap up, I'd like to ask for a few more minutes for a proposal from the HR department, which Vanessa will briefly present." So, Vanessa began:

"Good morning, everyone. The proposal I'm presenting includes initiatives to manage and promote inclusion and diversity within our organization. We recently had a highly capable deaf employee who found a career opportunity at another institution. When I looked into his situation, I realized that the physical environment, the psychosocial environment, and our processes were not suited to the tasks he needed to perform. That's what led me to come up with this intervention."

The Operations Director, Mr. Paulo, interrupted:

"Do you really think there's a need for changes just to satisfy the wishes of a single employee? Can you imagine trying to meet the demands of the entire staff?"

Vanessa replied:

"The plan won't address the needs of Petrúcio, who has already left the company. The proposal is to develop a plan to promote

inclusion and diversity within our company. Currently, our only action in this regard is compliance with the quota law. Many competent people like Petrúcio can be recruited. First, we will revamp our recruitment and selection process to ensure our workforce reflects the diversity of society. This means offering opportunities to everyone who meets the job requirements, without discrimination based on race, sexual orientation, or disability. Next, we will adapt training programs, prepare the team, and adjust departmental routines to suit the needs of new employees. Finally, we will invest in onboarding and socialization to ensure everyone feels welcome and integrated into our culture and values. The goal is to prepare for diversity and become an inclusive company."

Mr. Roberto praised the idea but asked for more details:

"Congratulations on the proposal, Vanessa. I like your initiative; the proposal shows good intentions, but I need more details. I'd like to understand, in practical terms, how we can implement this plan and assess the resources involved, given that we have other operational improvements in the pipeline. "

Vanessa assured him:

"No problem, Mr. Roberto. I can develop and present a comprehensive plan at the next meeting."

The CEO concluded:

"Great, we will set aside dedicated time for that. Thank you, Vanessa, and good work, everyone."

Vanessa's Mission

Back in her office, Vanessa pondered on her career path, from choosing to study Business Administration to her role at MídiaPulse and the actual contribution she made to the people working there. After all, as an HR coordinator, she was responsible for balancing the needs of employees with those of the company. She felt she had earned the company's trust, a result of the dedication and commitment she had shown over her three-year tenure at MídiaPulse. Recognizing the strategic importance of her department,



Vanessa saw an opportunity to implement social impact initiatives that prioritized employee well-being and fostered respect for differences and diversity.

Vanessa began to consider the purpose and components of the plan: **How could MídiaPulse operate inclusively? What actions and strategies could be adopted to carry out this plan? How could the plan be developed effectively and sustainably, given the available resources?**

TEACHING NOTES

Educational Objectives

This case study addresses diversity in organizations, focusing on HR practices that enable the inclusion and retention of people with disabilities in the organizational environment. Its application aims to allow the student to:

- i. Understand the challenges faced by people with disabilities in the workplace;
- ii. Reflect on and discuss diversity and inclusion within organizations from the perspective of people with disabilities;
- iii. Develop knowledge regarding HR processes associated with inclusion and the retention of diverse professionals within organizations.

Data sources and collection methods

The accounts regarding the person with disabilities are based on real information; however, their name and the company’s name have been altered to protect identities. The name Petrúcio refers to Paralympic athlete Petrúcio Ferreira dos Santos (b. 1996, São José do Brejo do Cruz, Paraíba), a two-time Paralympic champion, three-time world champion, and current record holder in the 100-meter and 200-meter dashes. The surname Vianna pays tribute to Hebert Lemos de Souza Vianna (b. 1961, João Pessoa, Paraíba), a singer, songwriter, guitarist, and the founder and lead vocalist of the band Paralamas do Sucesso. He returned to performing in 2002 after an accident in 2001 left him paraplegic.

Data regarding Petrúcio were collected through an online interview facilitated by a Brazilian Sign Language (LIBRAS) interpreter, which lasted approximately one and a half hours. The recording, made with the participant’s authorization, was transcribed and converted into the case narrative.

Vanessa and the other characters are fictional. The protagonist’s name pays tribute to Vanessa Lima Vidal (b. 1984, Fortaleza, Ceará), which was the first deaf contestant in the Miss Brazil pageant (where she was the runner-up in 2008) and currently a teacher, researcher, model, actress, and advocate for inclusion.

The teaching notes were developed based on relevant literature. Additionally, some of the suggested initiatives for the inclusion and retention of people with disabilities in the workplace were inspired by the practices of a specific organization, drawing on an online interview with a people management manager responsible for recruitment and selection.

Target audience and competencies

The case addresses crucial issues regarding inclusion and diversity management, with an emphasis on HR processes. It is suitable for use in undergraduate and graduate courses in Administration and HR Management, covering subjects such as HR Administration, People Management, Organizational Behavior, and Organizational Diversity and Inclusion. Furthermore, it enables the application of professional knowledge and attributes, as outlined in Table 1.

Table 1
Knowledge and attributes linked to competencies in resolving the teaching case

Knowledge	Attributes linked to competencies
Environmental and relational knowledge	Teamwork, problem-solving, and interpersonal relations.
Personal aptitudes and qualities	Sense of justice and ethics in addressing social issues, participation, willingness to seek new knowledge, adaptability to change, and reflection.
Theoretical knowledge	Human Resources, Organizational Behavior, Diversity and Inclusion in Organizations.

Source: adapted from Silva et al. (2008).



Discussion questions

Reflection on the narrative and the case dilemma can be stimulated by the following discussion questions:

1. Based on the situations Petrúcio experienced, what challenges did he face from the moment he discovered the job opening until he left the company, and how did he feel in those situations?

2. As Petrúcio encountered adverse situations, he devised strategies to mitigate their effects and continue performing his job to the best of his ability. Why did Petrúcio face various problems in his day-to-day role? What strategies did he use to deal with the identified problems?

3. If you were in Vanessa's position, considering the size and characteristics of MídiaPulse, what actions would you suggest for developing a plan focused on the inclusion and retention of people with disabilities? Focus these actions on changes to recruitment and selection, onboarding, and training and development processes, and propose at least two actions for each of these processes.

Class organization for the application of the teaching case

The guidelines presented in this section are based on Silva and Bandeira-de-Mello (2021). To effectively use the case study, the instructor needs to explain the methodology, emphasizing the role as a facilitator and the students' role as active participants, and be familiar with the class profile beforehand to optimize the strategy. It is recommended that the course have already covered the concepts underlying the case, such as organizational diversity and inclusion, action planning, and HR subsystems, policies, practices, and processes. Then the students can engage in deeper analysis and discussion.

The in-class session can span either two or four class hours, with two hours being the minimum requirement. The case material should

be distributed at least one week in advance, allowing each student to read it carefully, answer the questions, and note down any questions or doubts individually. During the session, the instructor can foster a debate on the material, exploring the events experienced by the characters and inviting students to share their perspectives and experiences. From the outset, it is important to emphasize the diversity of opinions and the need for mutual respect.

For the **four-hour** format, the class can be divided into small groups of four to five students, arranged in circles. Each group discusses the questions and prepares a summary report containing collective reflections and answers based on individual insights. Afterward, the groups reconvene as a whole class to present their reports. The instructor records common contributions and points of divergence on the board and uses slides to draw theoretical connections and supplement the discussion with aspects that may not have been addressed. To conclude, the instructor leads the creation of a single inclusion plan by synthesizing the groups' most relevant ideas; this plan can serve as a reference for future uses of the case study.

In the **two-hour** format, the initial discussion can take place directly within the full class, drawing on the individual reflections and answers prepared by students after receiving the case materials but before the dedicated discussion session. In summary, the main difference from the previous approach lies in the recommendation to discuss the issues with the entire class. The classroom layout can be reconfigured, substituting small groups with a single circle comprising all students.

Finally, the instructor asks students to share the difficulties they encountered and their perceptions of the session, highlighting conditions that fostered the teaching-learning process and suggesting opportunities for improvement for future applications of the case. To clarify the proposed lesson planning and organization, Table 2 summarizes the suggested stages, along with their respective descriptions and durations.



Table 2
Summary of the lesson planning and organization proposal

Case application steps	Description	Timing/Duration (4-class-hour format)	Timing/Duration (2-class-hour format)
Presentation of the teaching case methodology	Presentation of the teaching strategy, the roles and responsibilities of those involved, learning objectives, and assessment criteria	Class preceding the case discussion session	Class preceding the case discussion session
Case distribution	Sharing the case study and activity guidelines with students	Class preceding the case discussion session	Class preceding the case discussion session
Warm-up	Inviting students to briefly present their impressions of the case and any relevant personal experiences	Start of the case session (10 to 15 minutes)	Start of the case session (between 10 and 15 minutes)
Small-group discussion	Discussing and synthesizing group responses into a report, based on individual inputs	Approximately 1 hour 40 minutes (half the time for questions 1 and 2, and half for question 3)	N/A
Large-group discussion	Discussing and synthesizing group responses on a display board or panel	Based on the small groups' responses. Between 1 hour and 1 hour 20 minutes (half the time for questions 1 and 2, and half for question 3)	Based on individual responses, approximately 1 hour (half the time for questions 1 and 2, and half for question 3)
Supplementary insights	Presenting the case's reference answers and any additional information the instructor deems relevant.	Can be conducted after or along with the previous stage. Between 10 and 20 minutes.	Can be conducted after or along with the previous stage. Between 10 and 20 minutes.
Wrap-up	Encouraging students to reflect on and share elements that fostered learning, as well as difficulties encountered and opportunities for improvement, providing feedback to students.	Between 20 and 25 minutes	Between 20 and 25 minutes

Source: Developed by the authors (2025).

The instructor should consider the approximate time for each segment, based on the institution's class period duration. A class period from 50 to 60 minutes was used as the reference parameter.

Case Analysis and Literature Review

This section presents possible answers to the proposed questions, to assist the instructor in using the case study.



Question 1. Challenges

To address the first question, about the challenges Petrúcio faced from the moment he discovered the job opening until he left the position, the instructor can guide a discussion (during the large-group session and while summarizing answers on the board) regarding the difficulties people with disabilities face in entering and remaining in the formal labor market. In this regard, it is recommended to ground the discussion in research by Irigaray & Vergara (2011), which highlights issues such as the failure to view the individual as a unique person, working conditions unsuited to specific disabilities, insufficient preparation among colleagues and clients, obstacles to promotion and career advancement, stigmatization, and the instrumentalization of diversity

by the company. This theoretical foundation can be supplemented by the discriminatory elements identified by Robbins et al. (2011), namely, the underestimation of the performance of people with disabilities, the low likelihood of being hired, and the perception that certain disabilities hinder work performance, as well as by reflections on diversity narratives adopted solely to meet legal requirements (Barbosa, 2009).

Following this review of the literature, the instructor can examine Table 3, which outlines the challenges Petrúcio experienced and the emotions he felt while facing adversity at the company, encouraging students to identify similarities and points of complementarity with their own answers.

Table 3
Challenges and feelings experienced by Petrúcio

Challenge	Feeling
An organizational environment structured for hearing individuals, in which Portuguese was the primary means of communication, despite being Petrúcio's second language.	Concern about adapting to the company, difficulty understanding specific corporate Portuguese terms, and feelings of isolation and sadness in certain work situations.
Simultaneous conversations, meetings involving multiple speakers, and frequent use of technical and formal language.	Anxiety and insecurity about being unable to fully follow discussions via lip-reading, coupled with the fear of misinterpreting information.
A lack of preparedness to handle the specific requirements of communicating with deaf individuals.	Although he did not report experiences of prejudice, Petrúcio expressed disappointment with the lack of institutional preparedness to foster his inclusion.
An absence of training programs accessible and adapted to his communication needs.	Fear of making mistakes, hindering his professional activities, and being held accountable for errors resulting from communication difficulties.
A lack of adequate resources and accommodations, such as LIBRAS interpreters for training sessions, meetings, and corporate events.	Distress, frustration, and a sense of exclusion in situations in which he could not fully access the information being shared.

Source: developed by the authors (2025).

Question 2. Strategies

During the classroom debate on the second question ("Why did Petrúcio face various problems in his daily work? What strategies did the protagonist use to deal with the identified problems?"), the instructor can encourage students to think of solutions that go beyond those adopted by Petrúcio and address the needs of other people with disabilities. In this process, it is crucial to highlight that diversity management and equality strategies should reflect opportunities for organizational development within the company's specific context (Barbosa, 2009). For instance, Hanashiro and Teixeira (2021) suggest that fair and respectful diversity management

practices can foster positive perceptions among organizational members, thereby improving the work environment and commitment to results.

To enrich the discussion, the instructor can mention the research by Irigaray and Vergara (2011), which notes the "constant good humor to please those around" and the "high level of dedication to achieving remarkable results," prompting reflection on the advantages and disadvantages of these strategies. Subsequently, the discussion returns to Petrúcio's context based on the case narrative, and Table 4 is presented, summarizing the strategies he adopted to overcome the challenges.



Table 4
Coping strategies adopted by Petrúcio to face inclusion challenges

Challenge	Strategy
An organizational environment structured for hearing individuals, in which Portuguese was the primary means of communication, despite being Petrúcio's second language.	Petrúcio used lip-reading to try to understand his colleagues' communication.
Simultaneous conversations, meetings involving multiple speakers, and frequent use of technical and formal language.	Further explanations regarding the content of conversations and clarification on complex vocabulary.
A lack of preparedness to handle the specific requirements of communicating with deaf individuals.	Use of written notes, the company's chat platform, and illustrations. Basic LIBRAS (Brazilian Sign Language) signs teaching to interested colleagues.
An absence of training programs accessible and adapted to his communication needs.	Requesting LIBRAS interpreter for meetings and training sessions.
A lack of adequate resources and accommodations, such as LIBRAS interpreters for training sessions, meetings, and corporate events.	Dedication and focus at work, striving to overcome challenges and deliver good results.

Source: developed by the authors (2025).

The instructor must highlight that the decision regarding inclusion strategies is complex due to the diversity of disabilities, and that the planning of actions by each organization reflects its own limitations and specific characteristics.

Question 3. Inclusion and retention plan for people with disabilities

For the third question ("If you were in Vanessa's position, what actions would you suggest developing a plan focused on the inclusion and retention of people with disabilities in the company? Focus the action plan on changes to recruitment, selection, onboarding, training, and development processes"), the instructor can begin by presenting an overview of the inclusion of people with disabilities in the labor market, prompting reflection on the genuine inclusion of these individuals within organizations.

Data from the 2022 PNAD survey (IBGE/MDHC – Continuous National Household Sample Survey) highlight inequalities: only 26.6% of PwD are employed, compared to 60.7% of the general population, and there is an approximately 30% gap in average earnings (R\$ 1,860 for PwD versus R\$ 2,690) (MDHC, 2022). A 2019 study by the Universidade Estadual de Campinas demonstrated that only 17.6% of companies headquartered in the state of São Paulo complied with legislation setting inclusion quotas for people with disabilities, and that only 46% of work positions reserved for professionals with disabilities were actually filled (Agência Brasil, 2022). Regarding this legislation, Neves (2020) applied research on secondary data and found that compliance is often treated instrumentally by

organizations more concerned with the visibility and returns associated with social responsibility rhetoric than with actual social impact.

Next, the instructor can explore Chapter VI of Law 13.146/2015. This is the Brazilian Law for the Inclusion of Persons with Disabilities (Planalto, 2015), which outlines the employment rights of people with disabilities and highlighting the discrepancy between legal standards and actual practice. For a reference on best practices, it is recommended to consult the publication by Instituto Ethos and the Rede Empresarial de Inclusão Social (2019), which presents indicators for sustainable and responsible business practices regarding the inclusion of people with disabilities. To emphasize that the plan can be developed by assessing the specific organizational context, the instructor can draw upon the inclusion approach outlined by Bailey et al. (2020). This approach posits that building a truly inclusive culture requires leaders to develop **awareness** of their own biases (an internal process of examining organizational beliefs and practices), demonstrate **authenticity** by allowing everyone to bring their full identities to work, and embrace **accountability** by setting goals and metrics and being answerable for inclusive behaviors.

Finally, it is worth noting that a truly diverse stance requires changes extending beyond management processes (Alves & Galeão-Silva, 2004). However, Vanessa's initial proposal will focus on recruitment, selection, socialization, and training. Thus, the instructor gathers the students' suggestions to build the plan in class and then presents Table 5 as a complement to the collective responses.

**Table 5**

Project proposal for the inclusion and retention of people with disabilities: recruitment, selection, onboarding, and training

Process	Strategies	Required actions and resources
Recruitment and Selection	- Partnering with organizations that work with people with disabilities during the recruitment and selection process; - Offering job openings and conducting selection processes for various areas of the company; - Adapting the competency-based selection process;	- Availability of time to conduct the selection process, including tests and competency analysis; - Assistive technologies such as screen readers and sign language translation software; - Physical selection venues accessible to all people with disabilities;
Socialization	- Conducting campaigns and training sessions to raise awareness among colleagues and leadership regarding employees with disabilities; - Notifying the relevant department about the hiring of new employees with disabilities; - Encouraging the formation of work teams comprising both employees with and without disabilities, aiming for their integration into the organization;	- Use of company media channels and allocation of HR staff time to conduct periodic campaigns; - Hiring a firm specializing in organizational diversity and inclusion to conduct initial in-house training sessions; - Contracting online (e-learning) training on organizational diversity and inclusion for periodic sessions;
Training and Development	- Providing training using accessible resources tailored to the employee's specific disability; - Adapting the physical environment to suit the professional's specific disability; - Monitoring the professional during the probationary period; - Defining performance criteria adapted to the realities of these professionals; - Ensuring equal development opportunities for people with and without disabilities; - Focusing on the professional's potential rather than solely on their disability.	- Contratação de intérpretes para comunicação em LIBRAS; - Custos com adaptação estrutural para as diferentes deficiências; - Levantamento e compreensão das necessidades do profissional com deficiência.

Source: adapted from Campos et al. (2013).

Following the debate and the collaborative formulation of responses, the instructor can conclude by emphasizing the importance and scope of the topic, then demonstrating that reflections on the inclusion of people with disabilities also extend to racial and gender diversity, and by drawing attention to the students' responsibility as potential key players in the management of organizations, whether private, public, or social.

Activity assessment

At the end of the class, following the case discussion and the gathering of student perceptions regarding the methodology, its implementation, the emotions experienced, and suggestions for refinement, the instructor may provide brief feedback based on these contributions. The assessment process can be supported by a rubric that establishes criteria aligned with the methodology and assigns weights for grade quantification, as illustrated in Table 6.

Table 6

Suggested assessment rubric

Criterion	Description	Weight	Student A	Student B	Student C
C1	Does the participant contribute to the overall direction of the discussion with interventions that reflect a careful analysis of the case, drawing on facts from the text and concepts covered in the subject and course?	2,0			
C2	Is the participant able to effectively respond to questions and critiques regarding their points?	2,0			
C3	Is the participant able to apply their skills to resolve the case's dilemma?	2,0			
C4	Are the participant's suggestions applicable?	2,0			
C5	Does the participant interact with others and show interest and motivation to participate?	2,0			
TOTAL		10,0			

Source: adapted from Silva and Bandeira-de-Mello (2021).



It is recommended that the instructor share the assessment criteria and their respective weightings in a class preceding the case discussion, and at the same time the case-based teaching methodology is introduced. Then the students become aware of the assessment process.

Experience with the application of the case

The case was first used in August 2024 with a fourth-semester Business Administration class during an HR course at a public higher education institution. The four-hour session featured active student participation in discussions (both in small groups and as a whole class) and, following their reports, additional information was introduced to enrich the company's context. Based on this experience, no need was identified to modify the discussion questions; the guidelines presented in this teaching note effectively served to achieve the proposed objectives.

REFERENCES

- Agência Brasil. (2022). Estudo mostra descumprimento da Lei de Cotas em empresas paulistas. <https://agenciabrasil.ebc.com.br/economia/noticia/2022-10/estudo-mostra-descumprimento-da-lei-de-cotas-em-empresas-paulistas>
- Alves, M. A., & Galeão-Silva, L. G. (2004). A crítica da gestão da diversidade nas organizações. *Revista de Administração de Empresas*, 44, 20-29.
- Bailey, E., Lipton, A., Miller, J., & Moll, S. (2020). *The Three A's of Inclusion: Awareness, Authenticity, and Accountability*. Harvard Business Publishing.
- Barbosa, L. (Coord.). (2009). *Cultura e diferença nas organizações: reflexões sobre nós e os outros*. Atlas.
- de Campos, J. G. F., de Vasconcellos, E. P. G., & Kruglianskas, G. (2013). Incluindo pessoas com deficiência na empresa: estudo de caso de uma multinacional brasileira. *Revista de Administração*, 48(3), 560-573.
- Hanashiro, D. M. M., & Teixeira, M. L. M. (2021). *Gestão do fator humano: uma visão baseada na era digital*. (3ª ed). Saraiva Educação.
- Instituto Ethos & Rede Empresarial de Inclusão (2019). *Indicadores Ethos-REIS para para a Inclusão da Pessoa com Deficiência*.
- Irigaray, H. A. R., & Vergara, S. C. (2011). O tempo como dimensão de pesquisa sobre uma política de diversidade e relações de trabalho. *Cadernos EBAPE. BR*, 9, 1085-1098.
- Planalto. (2015). Lei N. 13.146, de 6 de julho de 2015. https://www.planalto.gov.br/ccivil_03/_ato2015-2018/2015/lei/l13146.htm
- Ministério dos Direitos Humanos (2022). Brasil tem 18,6 milhões de pessoas com deficiência, indica pesquisa divulgada pelo IBGE e MDHC. Disponível em <https://www.gov.br/mdh/pt-br/assuntos/noticias/2023/julho/brasil-tem-18-6-milhoes-de-pessoas-com-deficiencia-indica-pesquisa-divulgada-pelo-ibge-e-mdhc>
- Neves, A. M. (2020). Gestão da diversidade nas organizações como prática gerencial. *Revista Gestão & Sustentabilidade: Grupo de Estudos em Operações e Sustentabilidade*. Universidade Federal da Fronteira Sul.
- Robbins, S. P., Judge, T. A., & Sobral, F. (2011). *Comportamento organizacional: teoria e prática no contexto brasileiro*. Pearson Prentice Hall.
- Silva, A. B., Alberton, A., & Verdinelli, M. A. (2008). Professional competences of the business administrator and their implications in formal education: a study in universities of Southern Brazil. In: *BRITISH ACADEMY OF MANAGEMENT CONFERENCE*, Harrogate - England. Proceedings. v. 1. Harrogate – England.
- Silva, A. B., & Bandeira-de-Mello, R. (2021). *Aprendendo em Ação: utilização de casos para inovação no ensino e na aprendizagem*. Editora UFPB.