

Reaching Employers about Disability Inclusiveness: The Just-in-Time Program

June 8, 2016

Hannah Rudstam, Ph.D., Senior Extension Associate

*K. Lisa Yang and Hock E. Tan
Institute on Employment and Disability
Cornell University*



Cornell University



Our Goal

As a result of today's session, you will...



Consider ways to change organizational cultures, climates and practices to enhance the employment of individuals with disabilities.

Our Plan



- *Why does disability inclusiveness matter?*
- *What can we do about it?*
- *About the Just-in-Time (JIT) approach?*
- *What have been your experiences?*

Be sure to join us!

A follow-up free webinar



June 22, 2016

***Employer Panel: Disability Inclusiveness
Practices and the Just-in-Time Program***

To register, visit:

<http://www.edi.cornell.edu/register/index.cfm?event=5660>

Which of these statements are true?



- A. Individuals with disabilities are one of the largest diversity populations in our country today.
- B. About 10% of the US population has a disability.
- C. To have rights under the ADA, a disability needs to be serious enough to be noticed by others.
- D. The ADA has greatly improved the employment rates for individuals with disabilities.

Which of these statements are true?



- A.** Individuals with disabilities are one of the largest diversity populations in our country today.
- B.** About 10% of the US population has a disability.
- C.** To have rights under the ADA, a disability needs to be serious enough to be noticed by others.
- D.** The ADA has greatly improved the employment rates for individuals with disabilities.

A closer look



- Individuals with disabilities are one of the largest diversity populations in our country today
- 56.7 million Americans have a disability
- About 72% of them have a disability that is not obvious to others
- Whether employers know it or not, about 20% of their current or potential talent has a disability
- About 25 – 30% 20 year olds currently entering employment will acquire a disability at some point in our working lives

Which of these statements are true?



Individuals with disabilities:

- A. Are disengaged from the world of work and don't want to work.
- B. Increasingly do have the skills needed.
- C. Perform nearly as well as others when they are employed.
- D. Do not pose a greater safety risk than other workers.

Which of these statements are true?



Individuals with disabilities:

- A. Are disengaged from the world of work and don't want to work.
- B. Increasingly do have the skills needed.**
- C. Perform nearly as well as others when they are employed.
- D. Do not pose a greater safety risk than other workers.**

A closer look...



Engaged in job seeking

- 68.4% of individuals with disabilities are striving to work (currently working, seeking work, or have worked since the onset of disability)*

The education gap is narrowing*

- Problematic statistic
- Increased access to higher education and accommodations
- IDEA: One full generation

*Houtenville, A. et. al. (2015). Kessler Foundation 2015 National Employment & Disability Survey. https://kesslerfoundation.org/sites/default/files/filepicker/5/KFSurvey15_Results-secured.pdf.

** Kessler Foundation. (2010). Survey of Americans with Disabilities. <http://www.2010disabilitysurveys.org/indexold.html>

A closer look...



A study of 314 workplaces* found that employees with disabilities:

- Had the same job performance ratings as employees without disabilities
- Did not require any more of supervisor's time
- Were no more likely to be absent, late or have off-work time than any other employee
- Did not have more workplace accidents
- Were less likely to leave the job

About the law



Twenty-six years of the ADA!

Additional regulatory changes:

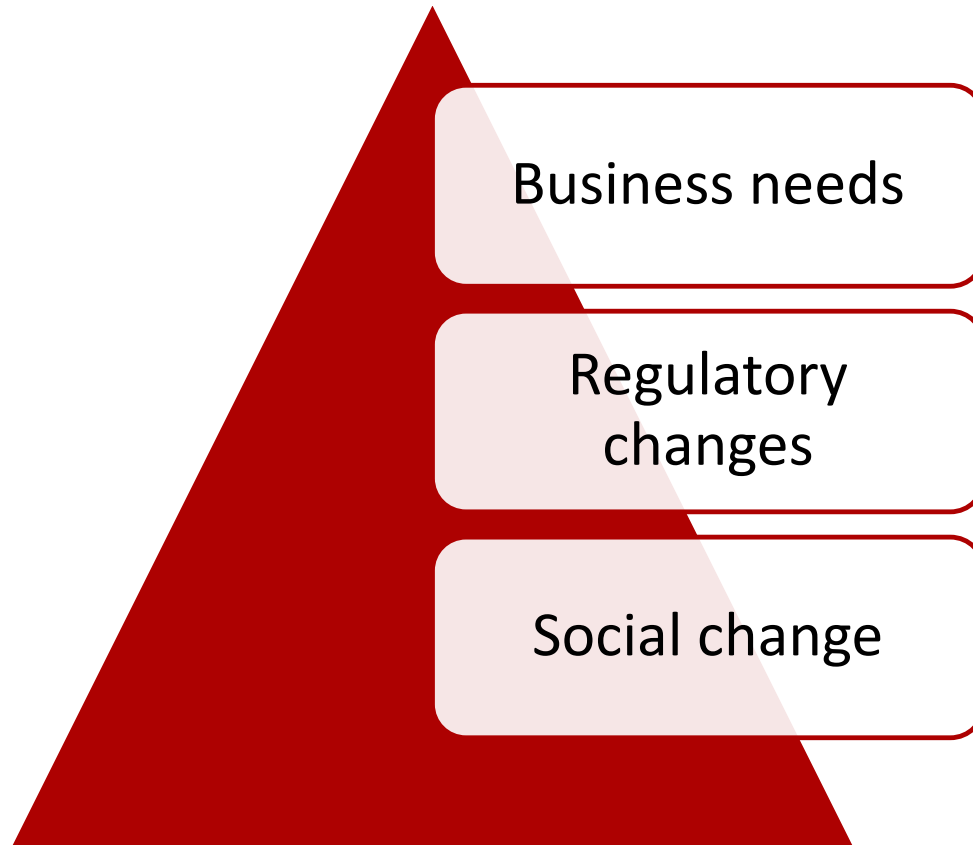
ADA Amendments Act passed in 2008

Rehabilitation Act Section 503
regulation changes in 2014

Olmstead Act applied to employment

So...things are changing

The emergence of diversity/inclusion efforts

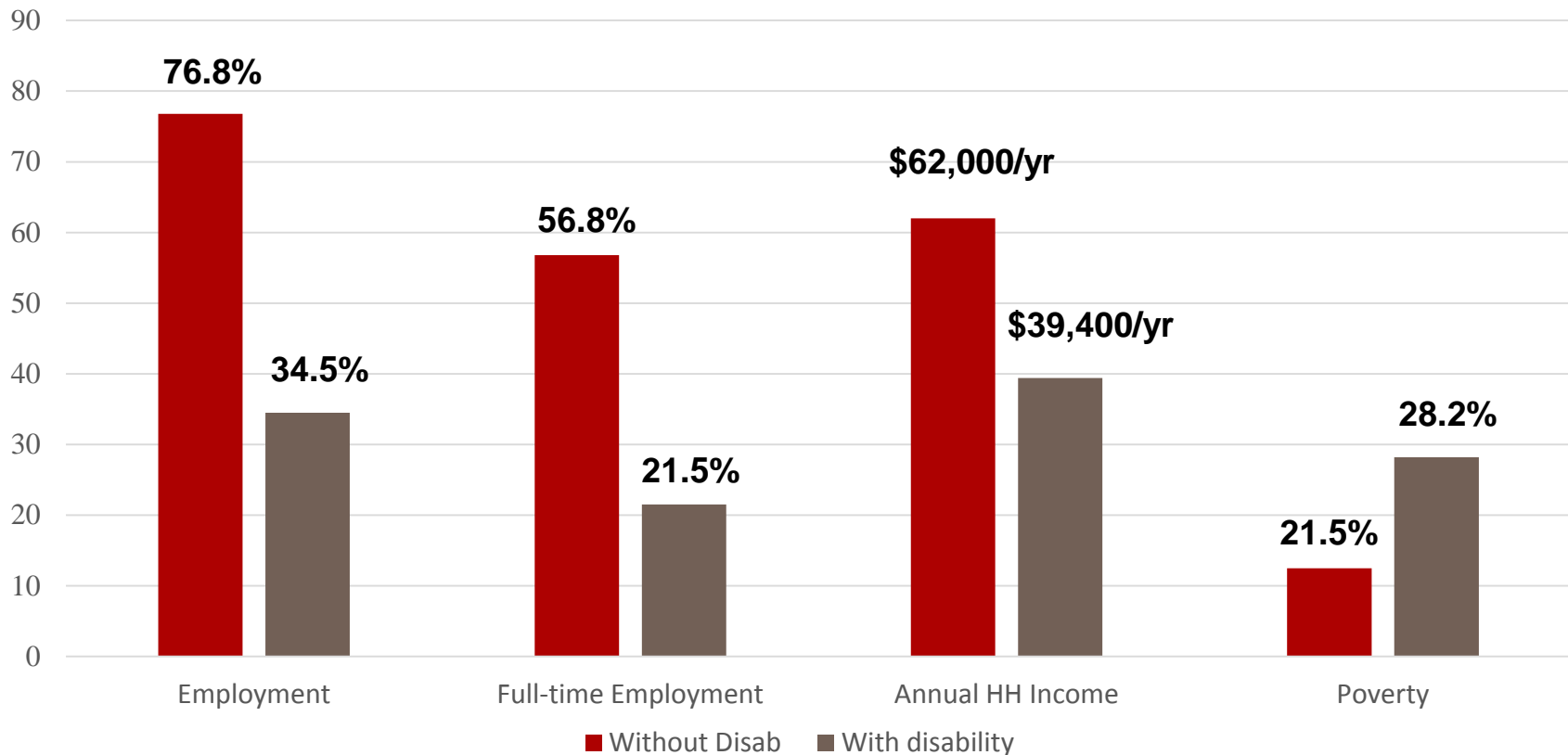


The ADA and disability employment rates... Greatly improved?



Disability Statistics

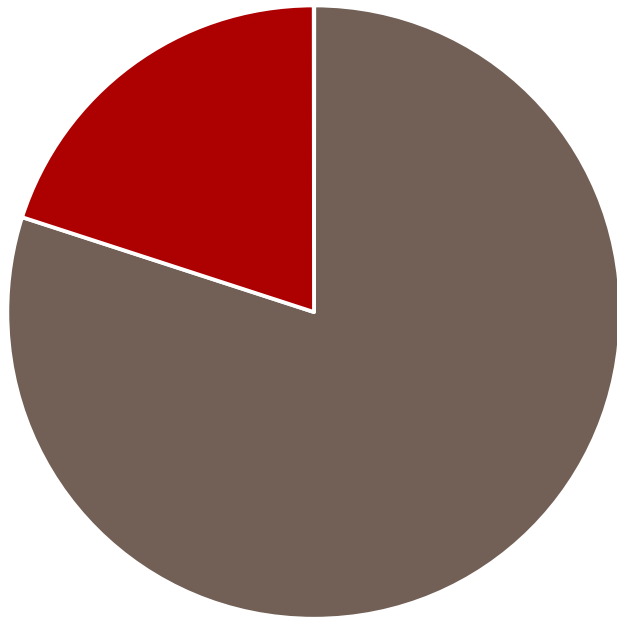
(Erickson, et.al, 2015)



And...why is disability largely absent from research discourse in diversity?

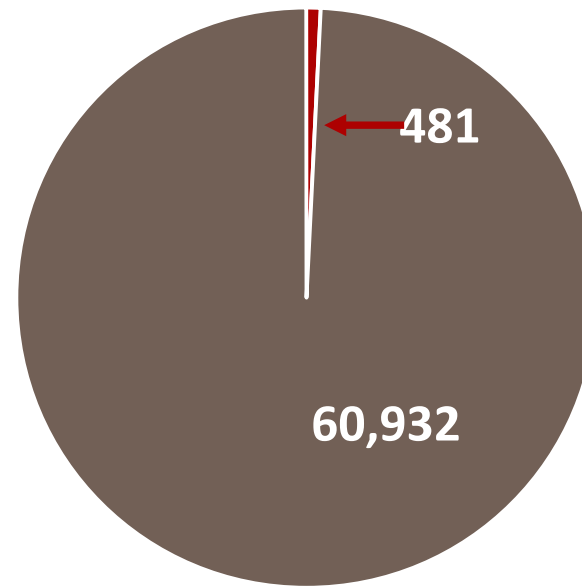


% Workforce with disability



■ No disability ■ Working with a disability

Articles with disability in diversity research

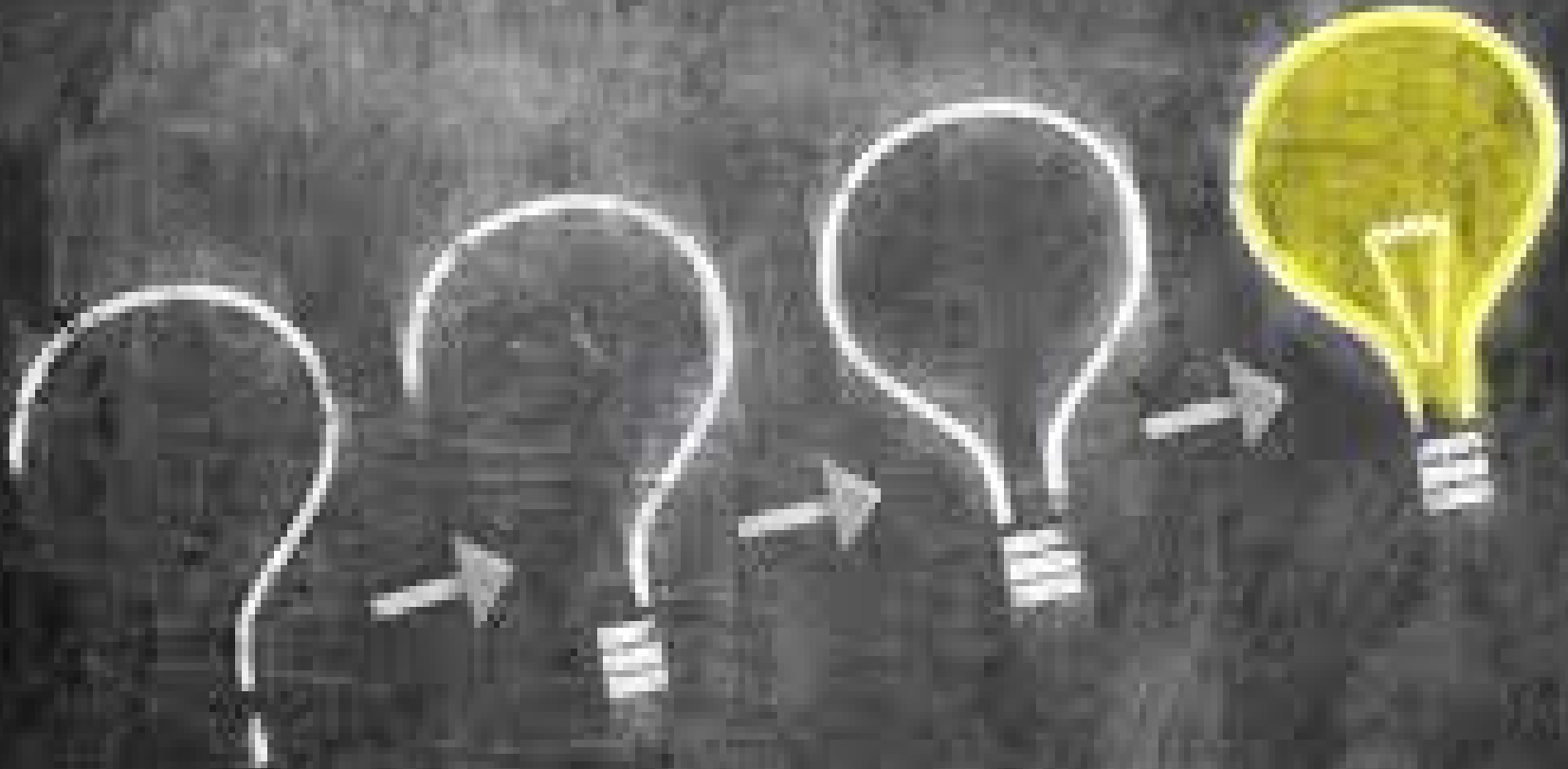


■ Includes Disability ■ No mention of disability

Diversity



So...what's going on?



And what needs to happen?

Thinking it through...



Making the numbers at XYZ

XYZ Tech Services, Inc., a software consulting firm, employs about 2,700 workers and has federal contracts totaling about \$800,000. As required by the 2014 rules changes of Section 503 of the Rehabilitation Act, XYZ invited all applicants and employees to voluntarily self-identify as a person with a disability. Recently, XYZ's HR director was alarmed to see that only 1.3% of applicants and employees had self-identified, a number far short of the 7% goal set by Section 503. This HR Director has now been given the task of "bumping up" this number to 5% next year and to 7% in two years. She is at a loss of how to do this.

Thinking it through...



Ellen and the shift changes

Ellen, a registered nurse, was diagnosed several months ago with breast cancer. When she returned to work after work-leave, she was still getting treatment for her cancer. When she asked her manager for a small change in her work schedule, he denied her request outright, saying that this would put too much burden on her co-workers. Ellen was very frustrated by this because a few months ago, a co-worker was granted a flexible schedule to pick up her twins from daycare. Another co-worker had recently been allowed to start a shift earlier because he was training for a marathon. Ellen's performance began to slip because of the side effects of her treatment. A month later, she was terminated.



Thinking it through...



Jim and the hard decision



Jim is a veteran who returned from Afghanistan 3 months ago and resumed his job as a computer support technician. Recently, he has noticed some changes. He is unusually moody, anxious and easily startled. Going to his doctor, was diagnosed with PTSD and started treatment. He now faces another fear: Telling his manager. Jim is totally convinced his co-workers would fear and ostracize him if they knew about his condition.

What do you see? What needs to happen?



What **2 things most** need to happen?

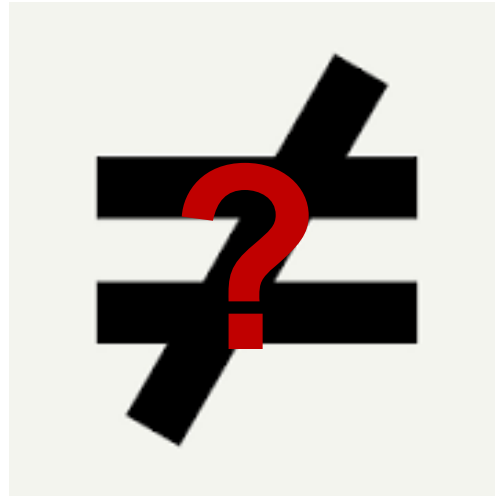
1. Enforce disability and laws more aggressively
2. Pass additional laws/regulations
3. Ensure that individuals with disabilities are better prepared to enter today's workforce
4. Provide more training for employers on legal compliance.
5. Change workplace and organizational cultures
6. Have a better understanding of employers' real-life barriers to disability inclusiveness
7. Research, showcase and emulate employers who are getting it right
8. Create more partnerships, bridges and conversations between the employer and disability communities
9. Change how employers view disability and workers with disabilities
10. Understand how employers actually make decisions about individuals with disabilities—who makes decisions and why



Our original question: The ADA: Necessary, but not sufficient?



What's going on
within the
organization?



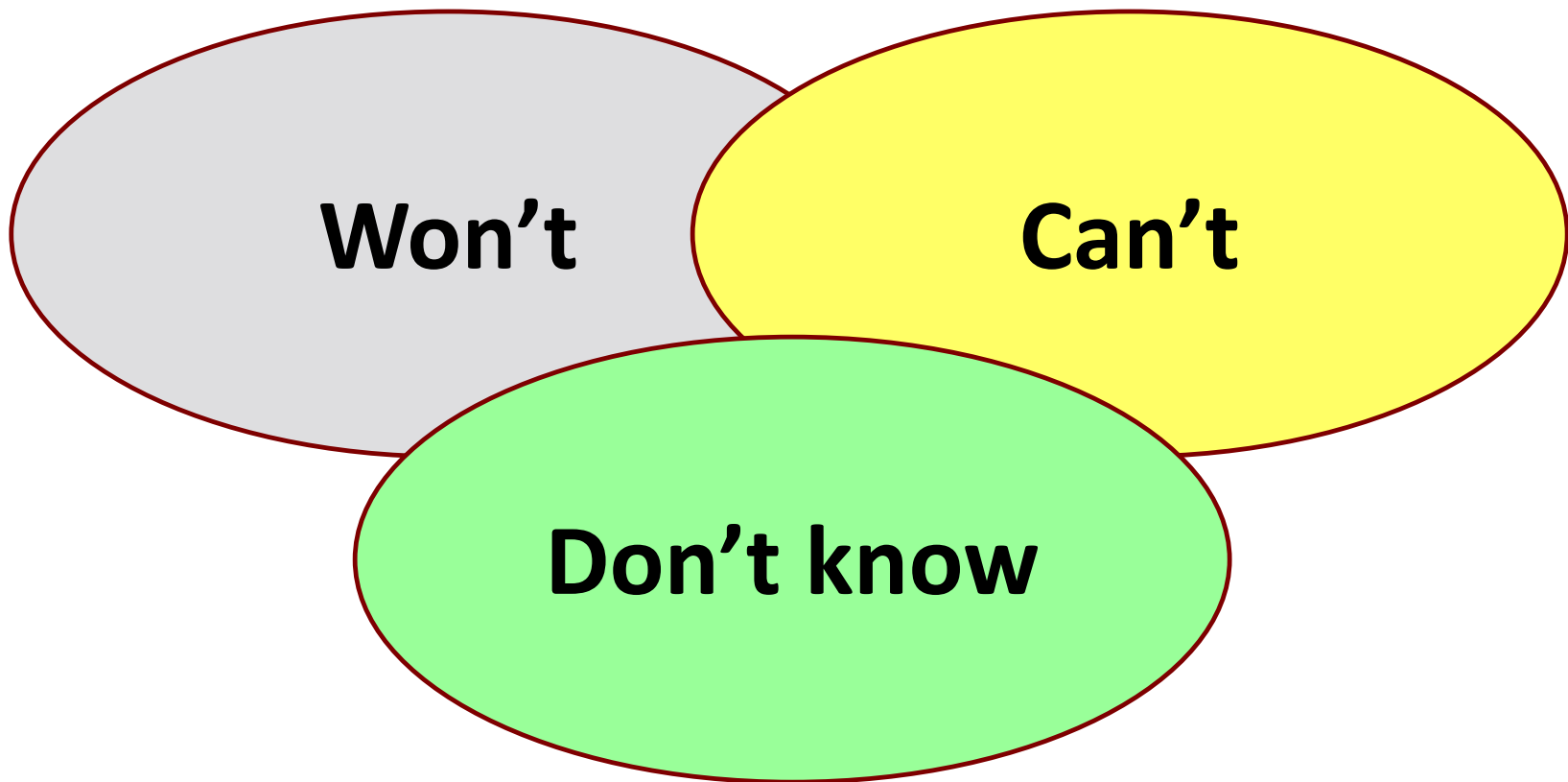
Does knowing
equal doing?



What interventions
work?

Understanding barriers

What stands in the way of disability inclusiveness?





Understanding barriers

What stands in the way of disability inclusiveness?

Won't

Not willing
Don't see benefits

Can't

Systems, practices
not in place

Don't know

Lack knowledge of
laws

Different barriers call for a different interventions



Won't

- Active learning
- Direct experience
- Change accountabilities
- Change expectations

Can't

- Active, real-time conversations
- Consulting
- One-on-one case analysis

Don't know

- Passive learning
- One-way communication
- Traditional training

Talking to each other: Different worlds; different cultures



Individuals with disabilities



Employers



Policy-makers



Disability service providers



Clearly there is a need to switch gears

A knowing—doing gap



From...

To...

Information dissemination	→	Changing organizational cultures
Traditional training (Information dump all at once)	→	Situated learning—Learning when doing
Emphasis on legal compliance	→	An emphasis on making the case
One-time event	→	Sustained effort, “churn” proof
Focus on HR or business leaders	→	Focus on real-life leaders (managers/supervisors)

The Just-in-Time Approach



Aims to enhance disability inclusiveness by reaching more deeply into the employer organization through situation-based and socially-supported learning.

The development of the JIT approach and intervention

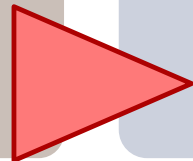
Kessler Foundation

Project 1

Reaching Managers

Lessons leveraged

1. Managers are key arbiters
2. Disability-related situation description



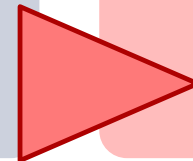
Kessler and NEADA Center

Project 2

Bridging the knowing-doing gap

Lessons leveraged

1. Traditional training ineffective
2. How managers need to access and use disability knowledge



NEADA Center

Project 3

The JIT Program

Lessons leveraged

1. Blended learning
2. Customization
3. Organizational communications “ecology”

Reaching the key gatekeeper



Research: Manager/supervisor is most powerful arbiter of engagement and inclusion

Plays a key role in any organizational change effort

But often bypassed by organizational change interventions

And...difficult to reach

- Frequently change role
- Expectations increase; resources decrease
- Often functioning with unclear expectations



Who are the key gatekeepers of disability inclusiveness?

Who gets hired?

Who gets accommodated?

Who gets promoted?

Who gets terminated?

Who gets coached?

Who gets developed?



Managers/Supervisors: Key Gatekeepers of Inclusion



What are their “lives” like (Osterman, 2008)

- More direct reports
- Fewer resources
- Ever-increasing productivity expectations
- Complex and rapidly changing business conditions
- Increasingly must lead remotely

A “forgotten” and misunderstood role, but a very important one (Beck & Harter, 2014; HCI, 2010)

Often not rewarded for diversity/inclusion efforts (SHRM, 2012)

Research:

Managers/supervisors, diversity and disability inclusiveness

Buckingham, M. & Coffman, C. (2004). *First, Break All the Rules: What the World's Greatest Managers Do Differently*. by [Marcus Buckingham](#), [Curt Coffman](#). NY, NY: Simon & Schuster.

Erickson, W. (2014). Disability Inclusive Recruitment and Hiring Practices and Policies: Who Has Them and What Difference Does it Make? Accessed at <http://digitalcommons.ilr.cornell.edu/edicollect/1349/>

Nishii, L. & Bruyere, S. (2014). Inside the Workplace: Case Studies of Factors Influencing Engagement of People with Disabilities. Accessed at <http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1354&context=edicollect>.

Human Capital Institute (2010). *Mid-level managers: The bane and salvation of organizations*. Retrieved from Human Capital Institute Website: http://www.hci.org/Mid-level%2520Managers_DDI-Research#center

Huy, Q. N. (2001). In praise of middle managers. *Harvard Business Review*, 79(8), 72 – 79.

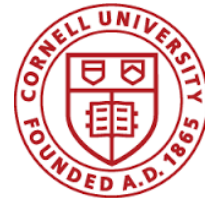
Leavitt, H. (2004). The plight of middle managers. *Harvard Business School Working Knowledge*. Retrieved from Harvard Business School Website: <http://hbswk.hbs.edu/archive/4537.html>

Osterman, P. (2008). *The Truth about middle managers: Who they are, how they work, why they matter*. Boston, MA: Harvard Business School Press.

The Just-in-Time Program

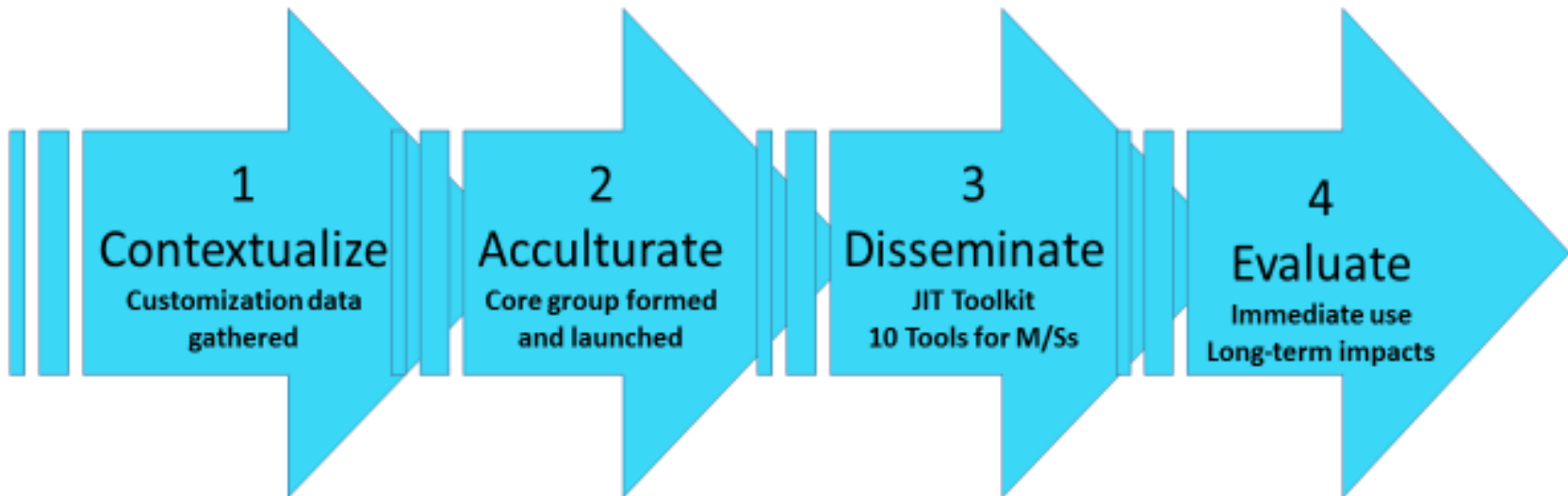


*The right knowledge
to the right person at
the right time in the
right way...*



Just-in-Time Program

Four key steps to each implementation



The Just-in-Time Program



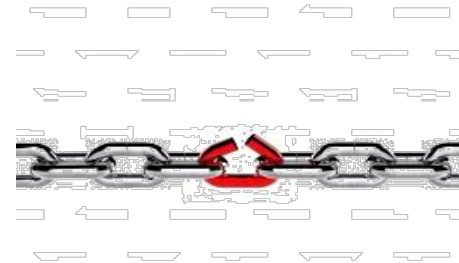
- Situated learning framework
- Blended learning
- Designed for managers/supervisors
- Customizable
- “Scaffolded” and portable learning approach

Evaluation: Lessons learned from case analysis



What works...

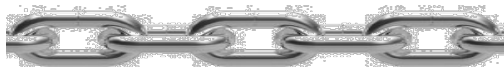
- Reaching managers
- Situated learning
- Customizing
- Portability
- Integrating legal, human and practical issues
- Including veterans



What we need to change...

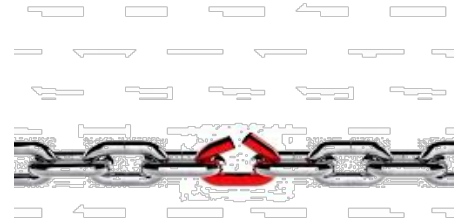
- Respond to disability inclusion efforts that are still in flux
- Integrate JIT program into organization's learning & communications ecology
- Respond to constantly changing key players
- Plan for JIT "Drift"
- Getting managers to recognize a "disability" issue

Evaluation: Lessons learned from core group survey



What works...

- Blended approach is needed: Value of getting beyond “spray and pray”
- Core group members satisfied with the in-person program
- Strategy-building segments most helpful



What we need to change...

- Core group may not reach those who are best disseminators of JIT program
- One session will not be enough
- More on-going attention to JIT implementation needed
- More “high-touch” needed

Be sure to join us!

A follow-up free webinar



June 22, 2016

***Employer Panel: Disability Inclusiveness
Practices and the Just-in-Time Program***

To register, visit:

<http://www.edi.cornell.edu/register/index.cfm?event=5660>

A large, billowing mushroom cloud of nuclear fallout rises from the ocean surface against a clear blue sky. The cloud is composed of dark, dense smoke and debris, with a bright, glowing base where it meets the water. The overall scene is set against a deep blue background, suggesting a vast, open ocean.

**Your thoughts, questions
or comments...**

Northeast ADA Center

K. Lisa Yang and Hock E. Tan

Institute on Employment and Disability

School of Industrial and Labor Relations

Cornell University

201 Dolgen Hall

Ithaca, NY 14853

800.949.4232 in NY, NJ, PR and the U.S. VI

607.255.6686

northeastada@cornell.edu

www.northeastada.org

The contents of this presentation were developed under a grant from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR grant number 90DP0071-01-00). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The contents of this presentation do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.



Cornell University

