

# The Just-in-Time Model: Reaching Managers with the Right Knowledge at the Right Time

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# Plan for session...



- Identify challenges in reaching managers/supervisors about EEO and diversity issues
- View a demonstration of the Just-in-Time approach
- Discuss the implementation of the Just-in-Time approach in one organization who is a federal contractor (Cornell University).
- Consider new ways to reach managers/supervisors in your own agencies/organizations

# Sound familiar?



TJs is a chain of large-box grocery stores located throughout the northeast region of the US. Joe, who has worked at TJs for four years, is an associate in the produce department. Joe has a mild intellectual disability. When he started the job, a job coach created some simple, no-cost accommodations that enabled Joe to perform the job effectively. Since then, Joe has been a model employee. A month ago, a new store manager came on board where Joe works. A week ago, this new manager rescinded all of Joe's accommodations, saying that she "doesn't want to give Joe an unfair advantage over other workers." Joe's productivity has now slipped and he is at risk of losing his job.

Cindy is a manager of a software development team in a medium-sized business. Recently, Debbie (an employee in the department) told Cindy that Jim (a recent hire) was hospitalized for bipolar disorder five years ago while in college. Debbie knows this because she went to college with Jim. Cindy believes she needs to "Keep everyone safe" and has now removed Jim from any job functions that involve interactions with customers.



**Who gets hired?**

**Who gets accommodated?**

**Who gets promoted?**



**Who gets terminated?**

Managers/Supervisors:  
Key gatekeepers of  
disability inclusiveness

**Who gets coaching?**

**Who gets developed/  
trained?**



# Managers/Supervisors: Key Gatekeepers of Inclusion



Several research studies: The key gatekeeping role of managers as face-to-face leaders\*



What are their “lives” like? \*\*

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

Significant “churn” in these roles, with most incumbents being in their role for one year or less

Often not rewarded for diversity/inclusion efforts

\*Nishi & Bruyere, 2009; US Office of Personnel Management, 2011

\*\*Human Capital Institute, 2010; Leavitt, 2010; Osterman, 2008

# Clearly there is a need to switch gears

## A knowing—doing gap



### From...

- Information dissemination
- Traditional training  
(Information dump all at once)
- Emphasis on legal compliance
- One-time event
- Focus on HR or business leaders

### To...

- Changing organizational cultures
- Knowledge given to whom/when/where it's needed
- An emphasis on making the case
- Sustained effort, “churn” proof
- Focus on real-life leaders  
(managers/supervisors)

# Reaching Managers/Supervisors: The Just-in-Time Approach



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



# Reach them with the Right Stuff...



## *The right knowledge:*

- Beyond legal compliance
- The business case
- The human element



# Reach them with the Right Stuff...



## *To the right person:*

Managers/supervisors



- We typically reach HR professionals, legal practitioners or business leaders
- Often, they are not the real gatekeepers

# Reach them with the Right Stuff...



## *At the right time...*



- When they have an in-the-moment challenge or dilemma
- In their language
- A real-life situation
- Main section of each tool can be used in ten minutes or less
- Portability—Can be taken into an event (e.g. hiring, accommodation, performance management discussion, etc.)

# Reach them with the Right Stuff...



## *In the right way...*

- Online tools (always updated; always available)
- Non-linear, menu driven
- Customized
- Plain language



# The Just-in-Time Program...

## Blended learning



## Two elements

1. Core group session
2. Online Just-in-Time Toolkit

# Let's have a look:



The JIT Toolkit created for Cornell University

<http://disabilitytoolkit.edi.cornell.edu>

# Topics



## **Disability is Diversity:**

The Case for Disability Inclusiveness

[View Topic #1](#) · [Print & Go Checklist](#)



## **Disability in the Workplace:**

What's True and What's Not True

[View Topic #2](#) · [Print & Go Checklist](#)



## **Let's Talk:**

Interacting with Employees Who Have Disabilities

[View Topic #3](#) · [Print & Go Checklist](#)



## **About Hiring:**

The Many Faces of Talent

[View Topic #4](#) · [Print & Go Checklist](#)



## **An Employee Just Told Me About a Disability:**

What Do I Do Now?

[View Topic #5](#) · [Print & Go Checklist](#)



## **Effective Accommodation Discussions:**

The 3 P's: Performance, Productivity & Preventing Turnover

[View Topic #6](#) · [Print & Go Checklist](#)



## **Finding an Effective Accommodation:**

What Works and What Doesn't Work?

[View Topic #7](#) · [Print & Go Checklist](#)



## **When a Performance Issue Might Be Due To a Disability:**

Addressing the Situation

[View Topic #8](#) · [Print & Go Checklist](#)



## **An Employee Might Have a Mental Illness or Addiction:**

Thinking It Through

[View Topic #9](#) · [Print & Go Checklist](#)



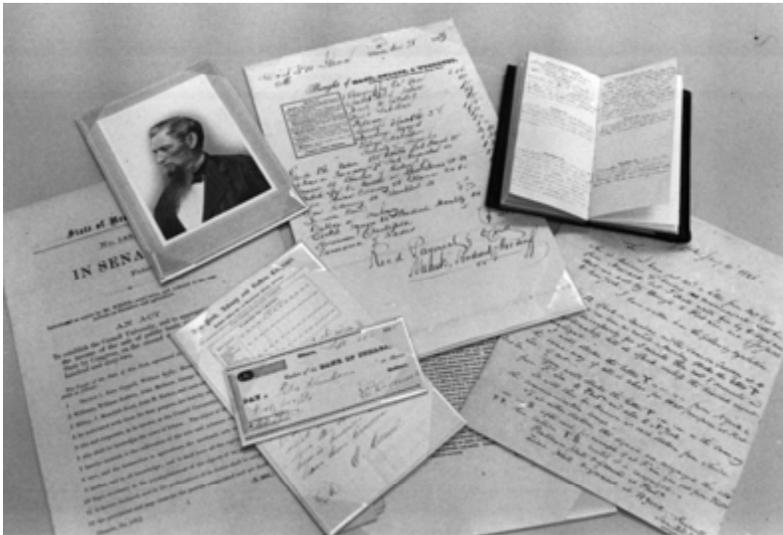
## **Disability Resources for Cornell University Managers:**

You're Not Alone

[View Topic #10](#) · [Print & Go Checklist](#)

[Rate the Toolkit here](#)

# Foundation for Success: Cornell University's Founding Mission



*"I would found an institution  
where any person can find  
instruction in any study."*

**Ezra Cornell, 1865**

# Commitment to Diversity and Inclusion



Cornell University President David Skorton  
February 15, 2012

*“As a world-class research university, Cornell recognizes that learning, discovery, creativity, and the innovative dissemination and application of knowledge benefit tremendously from the full participation of individuals with diverse points of view, coming from varied life experiences. To be on the cutting edge in all aspects of our mission, we must boldly pursue an inclusive academic and work environment.”*

# Disability as an Aspect of Diversity and Inclusion



- The organization's diversity strategy includes our Disability Access Management Plan has been established for addressing program and physical accessibility for individuals with disabilities <http://www.cornell.edu/disability/strategic-plan.cfm>
- Discrimination Policy and Procedure
- Disability Accommodation Policy and Procedure
- Outreach/recruitment programs for individuals with disabilities, veterans
- Guide to Accessible Event Planning available to the entire community <http://www.cornell.edu/disability/events/>
- Work/life programs, particularly flexible work arrangements available to the entire community
- Disability Colleague network group (affinity group) [disability-cng-1@cornell.edu](mailto:disability-cng-1@cornell.edu) , Veterans Colleague Network Group
- Accessible Transportation Program <http://transportation.fs.cornell.edu/parking/campusparking/faculty/disabilities.cfm>

# Strategy



- Tie the initiative to our founding mission – “Any person, any study”
- Tie the initiative to existing strategies related to diversity and inclusion as well as disability at the organization
- Have our leadership endorse the toolkit – in-person and email announcements to the community
- Train the obvious places where the topic may arise – Human Resources staff, Disability resource offices, affinity groups
- Insert the toolkit into supervisory training, onboarding
- Web presence – link to the toolkit from our “Tools for Managers” page

# My challenge: Our audience



- Ph.D. Faculty – Hotel and Restaurant Management, Law, Business, Engineering, Arts and Sciences (Art, Architecture, History, Music, Philosophy, Theater, etc.), Industrial and Labor Relations, Animal Science, Food Science, Natural Sciences, Physical Sciences, Human Ecology, Biology, Chemistry, Vet Medicine, and more
  - Athletics – Coaches, advisors, trainers, instructors in everything from modern dance to orienteering
  - Dining and Residential Life – chefs, residence hall advisors, food service and catering staff
  - Administrators – IT, Finance, Human Resources
  - Facilities – Grounds crew, custodians, maintenance mechanics
  - Cornell Police, EMTs, firefighters
  - Union and non-union environments
-

# Leading in a Disability Inclusive Workforce



- A 1-hour program for managers and supervisors as a goal under Toward New Destinations
- Reviews research and business benefits of disability as an aspect of diversity, and specifically the role of managers and supervisors in creating that disability inclusive environment.
- Includes a live orientation of the toolkit that would allow participants to become familiar with the toolkit and engage in discussion.

# Questions or Comments?



# References



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