

Hidden Disabilities in the Workplace: Recommendations for Silicon Valley Companies

Jan Johnston-Tyler, MA
© 2007, EvoLibri Consulting

Executive Summary

According to the National Institute of Mental Health (NIMH), approximately 1:5 Americans over the age of 18 suffer from a mental disability that directly impacts his/her ability to work effectively.¹ The cost of these hidden disabilities to American businesses in lost productivity alone is estimated to be \$63B annually.² These disabilities range from mild (social shyness) to severe (Post-Traumatic Stress Disorder), and short term (situational depression) to long term (neurodiverse disorders such as ADHD and Asperger's Syndrome).

Hidden disabilities have a direct impact on employee retention, morale and productivity – which in turn directly impacts any company's profitability. Perhaps ironically, many companies already has many services in place that can help these employees (EAP, mental health benefits through insurance carriers, proactive accommodations policy under ADA), but research shows that only 14% of affected employees access these services, most likely because of the perceived stigma associated with these disabilities.^{3, 4}

The key to successfully managing this issue is twofold:

1. Train Human Resource specialists and hiring managers on how to identify and effectively manage these individuals.⁵
2. Work to destigmatize hidden disabilities so that individuals will access the services already available to them.

It is Evolibri's opinion that companies employing more than 500 employees put in place hidden disability training for all HR representatives and for hiring managers with more than 10 directs, followed by distributing an online disability awareness presentation for all employees, to destigmatize hidden disabilities, increase employees' trust in disclosing any disabling conditions to their management, and to make employees aware of the services available to them.

1 National Institute of Mental Health. (2006). The Numbers Count: Mental Disorders in America. Retrieved on May 19, 2007 from www.nimn.nih.gov/publicat/numbers.cfm.

2 Ortiz, P. (2005). Mental Illness: The Hidden Disability in the Workplace. Retrieved on May 19, 2007 from www.diversityinc.com/members/1400.cfm.

3 IBID.

4 Kim, W. (2006). The Talent Pool You Are Overlooking: Why Your Company Can't Afford to Ignore People with Disabilities, Retrieved on May 19, 2007 from www.diversityinc.com/members/709.cfm.

5 Ortiz, P. (2005). Mental Illness: The Hidden Disability in the Workplace. Retrieved on May 19, 2007 from www.diversityinc.com/members/1400.cfm.

Definition of the Issue

Statistically speaking, hidden disabilities are in every company with five or more employees. Today, every medium and large company has employees with depression, with learning disorders, and probably with more pervasive disorders such as PTSD and Asperger's Syndrome.

Unfortunately, many employees with hidden disabilities have likely been labeled by their management as 'difficult employees' – employees who are neither so offending as to be fired for cause, nor can be developed along a given career path at the same rate as their peers. Or, they have been employees whose performance has been good for a long stretch of time and then fallen off abruptly and apparently without cause.

So why should corporate America choose to focus on this population, when there are seemingly endless supplies of workers without these issues? Simply stated, corporate America will not be able afford to ignore this problem much longer:

- **Shrinking Workforce** – The baby boomer population is aging out of the workforce, with 24 million of these current workers projected to leave the workforce in the next seven years.⁶ The median age of the American worker will by 40 years of age in 2008.⁷ In short, the talent pool is getting smaller each day, and companies cannot afford to overlook any talented employee.
- **Lost Productivity** – Both the US government and independent researchers have found that mental illness in the workplace costs American businesses between \$52B and \$70B in lost productivity alone^{8,9} and these estimates only include lost productivity for the afflicted person – they do not include the productivity lost by those around him/her. In a competitive marketplace, companies cannot afford to contribute to these numbers.
- **Cost of Disability** – The hard costs associated with short and long term disability cannot be ignored. Mental illness accounts for 10% of long term and 6% of short term disability claims in the US, 50% of which are for depression.¹⁰ Earlier intervention and adequate care is by far the better option, fiscally. As Dr. Ron Leopold of MetLife

6 Dohm, A. (2000). Gauging the labor force effects of retiring baby boomers. Bureau of Labor Statistics. Retrieved on May 19, 2007 from www.bls.gov/opub/mlr/2000/07/art2abs.htm

7 IBID.

8 Ortiz, P. (2005). Mental Illness: The Hidden Disability in the Workplace. Retrieved on May 19, 2007 from www.diversityinc.com/members/1400.cfm.

9 US Public Health Service. (1999). Mental Health: A report by the Surgeon General. Retrieved on May 22, 2007 from www.surgeongeneral.gov/library/mentalhealth/chapter1/sec4.html#chap6

10 Widmar, L. (2002). A not-so-hidden workplace cost. Risk & Insurance Magazine. Retrieved on May 19, 2007 from http://findarticles.com/p/articles/mi_moBJK/is_8_13/ai_89018208.

Disability states, “ the cost of treatment is...a bargain relative to the cost of not treating.”¹¹

- **Employee Retention** – The generally-accepted cost in Silicon Valley of losing an employee is \$80K. At an attrition rate of 6% annually, a company with 5500 employees loses \$26.5M annually due to turnover. If only 10% of these lost employees could be retained through intervention, a company would save \$2.6M annually.
- **Developing & Retaining Key Talent** – Perhaps more importantly than the hard costs of employee turnover, are the soft costs of losing key talent. Those companies which in the past have used generous benefits as a way to retain key talent will not be as attractive if this aspect of quality is not improved. In fact, for some companies, it may seem fiscally as well as morally irresponsible to lose key talent that they have so carefully cultivated due to illnesses which are treatable or for which a company can easily and inexpensively make accommodations. Further, research shows that there is a near-explosion of the incidence of autism¹², including the high-functioning and high-intelligence variant known as Asperger’s Syndrome (which Bill Gates is anecdotally reported to have). These workers could well *already* be key technical employees in many Silicon Valley companies. A company’s inability to adequately develop and retain this talent may put them at a competitive disadvantage.

The solution is clear: companies wishing to retain this talent must put systems in place solutions that turn these ‘difficult employees’ into highly productive employees through management training and outreach programs. At its heart, this is simply another form of embracing diversity in the workforce.

Recommended management training would have these elements:

- Properly identify the issues
- Strategize – what needs to be done?
- Plan the intervention
- Work the plan
- Assess success and shortfalls
- Alter intervention as needed

Recommended employee outreach training (online) would have these elements:

- Teach the types of hidden disabilities and common symptoms
- Encourage sensitivity to co-workers
- Build awareness of available resources
- Encourage trust with management/HR in disclosure

¹¹ IBID.

¹² Center for Disease Control. (2007). CDC Releases New Data on Autism Spectrum Disorders (ASDs) from Multiple Communities in the United States. Retrieved on May 22, 2007 from <http://www.cdc.gov/od/oc/media/pressrel/2007/r070208.htm>.

Definition of Hidden Disabilities

As opposed to 'visible' disabilities such as paraplegia and blindness, hidden disabilities fall into two categories:

- **Medical:** Diabetes, lupus, heart disease, epilepsy, and so on
- **Psychological:** Acquired or neurological disorders that can cause impairment in daily functioning

While not to diminish the importance of medical disabilities, the primary concern of this recommendations report are those psychological disabilities which impair a worker's ability to perform on the job. Both types of hidden disabilities, if substantiated, are covered under the American's with Disability Act (ADA), but employees are more apt to disclose a medical 'hidden disability' than a psychological disability, most likely due to the stigma associated with psychological distress in Western cultures.

Under ADA and the Californian equivalent (FEHA), disability is qualified by an impairment that substantially limits one or more major life activities. In relation to hidden disabilities in the workplace, these include:¹³

- Learning
- Thinking
- Speaking
- Concentrating
- Performing manual tasks
- Interacting with others
- Working

Note that when a prescribed medication (used to manage a medical or psychological condition) causes one or more of these deficits, the individual is also protected under ADA if the condition is disclosed.

Prevalence of Hidden Disabilities

Hidden disabilities have far-reaching impact on the working world. According to the NIMH, 1:5 adults over 18 suffer from one or more psychological disorders within a year.¹⁴

13 The Legal Aid Society. (2001). Disabilities in the Workplace. Retrieved May 19, 2007 from www.aapddcorg/NOW/presentWorkplace.html.

14 National Institute of Mental Health. (2006). The Numbers Count: Mental Disorders in America. Retrieved on May 19, 2007 from www.nimn.nih.gov/publicat/numbers.cfm.

Additionally, psychological disabilities are the leading cause of disability in the US for individuals ages 18-44.¹⁵

Hidden disability is not just an American problem, however. The World Health Organization (WHO) states that mental illnesses are the leading cause of disability worldwide, and account for nearly 25% of disability in all major industrialized countries.¹⁶

The prevalence by type of disability in America is as follows:¹⁷

- 1:6 adults have an Anxiety Disorder
- 1:10 adults have a Mood Disorder
- 1:22 adults have ADHD
- 1:70 adults have a Learning Disorder
- 1:100 adults have Schizophrenia
- 1:150 adults have Autism (including Asperger's Syndrome and Non-Verbal Learning Disorder)

Types of Hidden Disabilities

Before undertaking a training program of this magnitude, a company's Human Resource management should become familiar with the types of hidden disabilities to be addressed through training and intervention. Generally speaking, common hidden disabilities fall into the following categories, further discussed below:

- Mood & Anxiety Disorders
- Learning Disorders
- Pervasive Developmental Disorders
- Pervasive Personality Disorders
- Schizophrenia

Mood & Anxiety Disorders

Mood and anxiety disorders are the most common disorders we will encounter in the workplace, and include:

- Short term (situational) and long term (disorder) depression
- Bi-Polar disorder
- Anxiety disorders, Phobias, Panic disorders
- Post-Traumatic Stress Disorder

Both mood and anxiety disorders are generally considered highly treatable with medication and therapy, which are generally available through medical benefits and EAP

¹⁵ Ibid.

¹⁶ World Health Organization. (n.d.) Mental Health. Retrieved on May 22, 2007 from http://www.who.int/mental_health/en/index.html

¹⁷ National Institute of Mental Health. (2006). The Numbers Count: Mental Disorders in America. Retrieved on May 19, 2007 from www.nimn.nih.gov/publicat/numbers.cfm

plans. The key is for companies to build trusting relationships with employees so that they will feel they can use these services without recrimination.

Learning Disorders

Learning disorders are generally lifetime disorders, and have been with the individual since early childhood. The exception to this is with ischemic stroke: some individuals develop learning disorder symptoms after suffering a stroke.

- **Academics:** Dyslexia (reading), Dysgraphia (writing), Dyscalculia (calculating), Dyspraxia (fine motor skills)
- **Speech and language disorders:** articulation & fluency, language processing (difficulty understanding spoken language, or articulating thoughts clearly)

Many individuals with learning disorders have received some intervention through their school years and have learned to make accommodations themselves which help them navigate the working world. However, some employees may be unaware as to the impact their learning disorder has on their ability to function. In these (and all) cases, the manager should build trust and offer accommodations to the employee that might be beneficial, such as writing down all instructions instead of giving them verbally.

Pervasive Developmental Disorders

Neurocognitive Pervasive Developmental Disorders (PDDs) are those disorders which are currently believed to be 'hardwired' in the individual – research has shown that these individuals have notable differences in the way their brains process information. Two of the more common PDDs include:

- Attention Deficit/Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD)
- Autistic Spectrum Disorders (ASDs), including High Functioning Autism, Asperger Syndrome, and Non-Verbal Learning Disorder

Note that employees born before 1990 who have these disorders may not have been diagnosed as accurate diagnostic tools and definitions have only been available in recent years. Even younger employees may have been incorrectly diagnosed as the mental health and educational communities have learned more about these disorders.

PDDs vary significantly in severity, so each individual will demonstrate very different symptoms and adaptability in coping with the working world. For those employees who are considered 'high-functioning' and who have received a diagnosis and interventions in the school years, success in the workplace is of high probability. In fact, employees with PDDs frequently demonstrate a higher-than-average IQ and are often very creative and dedicated workers, and with proper accommodations (and in some cases with medication

and EAP help), these individuals can become key talent in their areas of expertise.

Pervasive Personality Disorders

There are several types of acquired PPDs – those disorders that appear later in life, often in the late teens or early 20s. The most common types of these disorders are listed below.

- Narcissistic Disorder
- Anti-Social Personality Disorder
- Borderline Personality Disorder

Pervasive Personality Disorders can also run the gamut of mild to severe. It is entirely possible, for example, for a person with Narcissistic disorder to have a very successful career where his/her narcissistic tendencies are strengths to the organization. Additionally, many people are able to modulate their behaviors in work and social settings, having learned which behaviors work and which do not. The key to working with these employees is to demonstrate reasonable accommodations (discussed below) and ensure that they are held accountable to the same performance metrics as other employees.

However, for more severely afflicted employees, the success rate may be bleak. Individuals with Pervasive Personality Disorders generally have poor insight as one of their characteristics. What this means is that the individual is unable to realize that their behaviors are disruptive or inappropriate, and therefore see no reason to change. Note that in these cases, if the employee does not request accommodations or disclose a diagnosis, the company is not required to protect that employee under ADA.

Schizophrenia

It may seem odd to include schizophrenia in this recommendations report, but the prevalence rate, at 1:100, is high enough so that it is reasonable to assume that large companies may have one or more affected employees. Schizophrenia is often treatable with medication and those who have this disorder may lead highly productive lives, especially when employers are sensitive to the employee's needs and are willing to provide needed accommodations (for example, flex time due to medication side effects). Like other individuals with hidden disabilities, employees with schizophrenia may have very high talent potential with high IQs and levels of creativity.

Reasonable Accommodations

Under the Americans with Disabilities Act (ADA), reasonable accommodations must be made to all employees who present a documented and eligible disorder to their employer that in one or more ways affects their abilities to perform their job. Reasonable accommodations do not require any changes to the essential functions of the job, nor do they require acceptance of less-than-satisfactory performance on the job.

What is required under ADA is that the employer makes a reasonable effort to accommodate the employee's individual needs given his/her disability. 'Reasonable' is defined as not unduly costly or disruptive to the employer.

Possible accommodations at companies include:

- Facilities modifications such as changes in the workspace (different lighting, different desk, sitting away from distractions, etc.)
- Equipment modifications: purchase and/or installation of accommodating equipment (different keyboard, different telephone, different monitor)
- Schedule modifications: part time work schedule, flex time schedule or telecommuting arrangements
- Unpaid leave of absence: to accommodate surgery and hospitalization for treatment
- Job restructuring or job sharing: delegation of non-essential work functions and/or sharing a full-time position with another part time worker
- Increased/modified supervision: increase the frequency of or the type of performance feedback and task assignments, such as written rather than verbal instructions, and monthly performance 1:1s
- Job coaching/mentoring: pair a sensitive, successful co-worker with the employee to help the employee master the job and/or to provide casual performance feedback and encouragement¹⁸

Companies are encouraged to use the Job Accommodation Network (JAN) for guidance in applying accommodations in these situations. JAN is a free consulting service from the U.S. Department of Labor.¹⁹

¹⁸ The Legal Aid Society. (2001). Disabilities in the Workplace. Retrieved May 19, 2007 from www.aapd.org/NOW/presentWorkplace.html.

¹⁹ US Department of Labor. (n.d.) Entering the World of Work: What Youth with Mental Health Needs Should Know about Accommodations. Retrieved on May 19, 2007 from www.dol.gov/odep/pubs/fact/transitioning.htm.

Theoretic Substantiation

Career and vocational theory supports the notion that ‘failure to thrive’ in a work environment may have less to do with the employee and more to do with a transitional life situation or the work environment itself. Therefore, employers are urged to use good judgment and sensitivity when dealing with individuals with hidden disabilities and not assume that because they are unable to be successful in their current job that the problem lies with them, when in fact the deficit may be in the organization.

The founder of modern career theory at the beginning of the 20th century, Frank Parsons, defined three keys to vocational success:

1. Understanding of oneself, abilities, limitations, interests, aptitudes
2. Understanding of the work at hand – requirements and conditions for success
3. Understanding of the relationship between self and job -- what he called true reasoning²⁰

Clearly, most employees have reached a mutual understanding with our organization of their abilities, limitations, and so forth – this is manifested in both our offer of employment to them and in our ongoing performance evaluations that defines the engagement between employer and employee. Secondly, understanding the work at hand is part of that same engagement as well as their day-to-day relationship with management. Where the breakdown occurs with hidden disabilities is in the area of ‘true reasoning’, either through a lack of objective insight into how an individual’s disability is impacting their work or through an inability to rectify those things of which they are aware.

Regardless of the individual’s insight, it is the well within the organization’s span of control, as well as in our best corporate interest, to help the individual understand when the relationship between self and job are not matching and to mediate that situation. As Chartrand noted in her Person – Environment Fit theory, the “greater the congruence between personal characteristics and job requirements, the greater likelihood of success.”²¹ An employee’s success translates directly into success for the company.

Brown’s values-based model²² further demonstrates the linkage between an employee’s inner world and job performance, and that we as employees judge our own performance

20 Patton, W. & McMahon, M. (1998). *Career Development and Systems Theory: A New Relationship*. New York: Brooks/Cole Publishing Company.

21 Chartrand, J. (1991) as cited in *Career Development and Systems Theory: A New Relationship*. New York: Brooks/Cole Publishing Company.

22 Brown, D. (1996). Brown's values-based, holistic model of career and life-role choice and satisfaction. In D. Brown & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (3rd ed.). San Francisco: Jossey-Bass.

based on internalized cognitions and values about how we believe we should be functioning and at what level. By extrapolating this model, it is clear that conflict arises in the employee when performance or interest in work does not match what s/he believes s/he could or should be capable of.

Regardless of the employee's ability to be objective, it is precisely in this conflict between ability and disability that management and HR must intervene – with sensitivity, encouragement, and real solutions to increase the individual's 'congruence' and therefore, success. Simply stated, companies must reframe how they look at hidden disabilities and understand that without intervention on the part of the employer, the employee may be unable to improve his or her work performance. Management's role, then, is to help the employee make the connection and seek help.

Summary

We are at the fulcrum of an important juncture in American business as the talent pool shrinks and companies forced to find way to further develop the talent that is available to them. Even if companies continue to recruit 'beyond our borders', employees with hidden disabilities will still be among us. By addressing the needs of employees with hidden disabilities and making sure they are welcomed and well-served by our companies, we can deepen and broaden the available talent pool, both inside and outside each company, in and outside of the US.

In turn, this will have deep and lasting impact on a company's ability to remain profitable. These measures will:

- Reduce turnover and attrition: by directly and sensitively working with affected employees, minimizing unnecessary terminations and long-term disability
- Improve morale: by proactively helping those in need, improving both the individual's and the team's morale
- Increase productivity: through early and appropriate intervention, keeping employees operating at high levels of productivity, reducing the need for both short and long term disability
- Develop and retain key creative and technical talent: by understanding the challenges some key talent may face and by making appropriate accommodations, companies can develop these individuals to their highest potential, which serves both the company and the employee

In short, training and accommodations to support those with hidden disabilities will directly and positively affect a company's bottom line, and should be seriously considered by any company wishing to become fully profitable with its existing workforce.

Sample Human Resource & Management Training Plan

The recommended Hidden Disability training given to HR specialists and management should be approximately two days in length, and should have the following learning objectives:

- I. Understand what hidden disabilities are
- II. Understand why developing these individuals is important to the company
- III. Learn how to respond to an employee who discloses a disability
- IV. Identify – not diagnose – common hidden disability characteristics
- V. Learn what reasonable accommodations are – and aren't – for different types of disabilities
- VI. Revisit available services such as EAP, medical leave, and mental health benefits through medical insurance
- VII. Explore ways to manage and develop performance in hidden disabled employees
- VIII. Review Case Studies to gain insight into how working with an employee with hidden disabilities might look
- IX. Practice employee interventions through active listening, open questions, what if scenarios
- X. Learn how HR can assist managers and employees can develop mutual trust

Sample Training Module

The following is a sample of the training materials to be delivered to HR representatives and management.

AD/HD – Identifying Characteristics

- May be overly 'bombastic' – very charming, talkative, and social, with a million thoughts per minute
- May appear to be very ego-centric
- May be impulsive
- Has lack of organizational skills and follow-through – always seems exceedingly busy
- May be very active and fidgety
- Can be argumentative or dismissive if challenged
- Frequently very creative and intelligent and often highly successful, but may leave a wake of casualties behind him/her

AD/HD – Possible Challenges and Accommodations in the Workplace

- Time Management – frequent check ins on progress and status, calendaring software, checklists.
- Organization of Information – paper filing system and/or electronic filing system, checklists of needed documents for processing, monthly 'filing time' set aside.

- Sensory Issues – desk in area that is quiet and relatively disruption free, scheduled breaks, snacks, exercise time to clear head and refocus, scheduled ‘no interruption’ times throughout day.
- Stress Management – training on noticing stress levels, planned ‘escape valves’ such as taking a brisk walk, talking to a mentor to calm self.
- Social Skills – training and ongoing mentoring on communication skills using role playing, training on active listening and repeating back what is heard, learning to use open-ended questions and paraphrasing for clarity.
- Mentoring – pairing up with more senior staff who demonstrates strength in the areas where the employee tends to be weak – learn to ‘walk the talk’ from a master.

Watch out for...

- Performance roller coasters – employees with AD/HD may have periods of very high performance followed by periods of stasis. This may be acceptable or even appropriate in your department, but if not, you will need to work with your employee to maintain a reasonable and sustained work effort by neither taking on too little or too much. Don’t expect your high-performing AD/HD to sustain incredible workloads over time – they will burn out just like everyone else!
- ‘Disappearing’ employees – AD/HD employees, by nature, have short attention spans. To that end, you will need to ensure that your worker is actively engaged in the business at hand. Depending on the person, you may need to use more caution in telecommuting and flex time policies, and ensure that your employee is following through on all commitments, especially if not in the office.

Case Study – AD/HD

Pervasive Personality Disorders – The Case of Jonathan

- Suspected to have AD/HD, not disclosed.
- Excellent web designer, superb sense of design and usability.
- Usually makes deadlines, occasionally misses them and gives weak explanations.
- Frequently does not attend team meetings. Says he is too busy working on deadlines, and that they are a waste of his time.
- Takes on tasks beyond his span of control, offers to help other departments with projects, review work etc. Other teams are very glad to have the help, but it occasionally is at the expense of his own work.
- Everyone thinks he’s brilliant but egocentric and not a team player.

AD/HD – Assess & Strategize

- You don’t want to manage Jonathan out. His work is key to the success of the team, and he is a valuable contributor.

- Need to ensure that his work comes first and that he focus on that work before engaging in cross-functional collaborations.
- Need to ensure that he plays by the same 'rules' as everyone else. He is not above team meetings or meeting deadlines!

AD/HD – Plan the Plan

First and foremost, DON'T DIAGNOSE JONATHAN! Work with the problematic characteristics, and don't worry about the label!

- Give him positive feedback on the work he does, but tell him that you would like to coach him on a few areas to improve his effectiveness as part of your team.
- Ask him if he is aware that he is not seen as a team player by others – if he is aware, ask why he feels that he does not need to be 'part of the team'. Introduce the idea of a MENTOR to help him with interpersonal skills.
- Tell him that while you appreciate his cross-functional contribution, from now on he must complete his departmental work before he takes on additional tasks. Tell him that failing to miss future deadlines will not be tolerated, and ask him if he needs help in FOCUSING or TIME MANAGEMENT.
- Remind him that the team meetings are mandatory, and that he must attend in order to give status and keep up with changes in the schedule. Again, ask him if he needs help in his TIME MANAGEMENT or SCHEDULING.

AD/HD – Work the Plan

You meet with Jonathan, and he agrees to the following:

- He will attend team meetings
- He will ensure that his work is done prior to taking on cross-functional work, and will always notify you when he does take on additional projects – he likes doing this work because it keeps him 'fresh'
- He does not like the idea of a mentor much, and asks if he can get the manager of another department to mentor him. You agree to approach that person and ask that she meet with Jonathan once a month over lunch.

AD/HD – Assess the Plan

- In one month, you meet with Jonathan again:
- You ask how it's going, and LISTEN
- You ask OPEN-ENDED QUESTIONS when you need clarification (MODEL THE BEHAVIOR!)
- You give Jonathan honest feedback and tell him that you appreciate the fact that he is now attending meetings, but that you know that he missed an important deadline the previous week. Ask why, and LISTEN!

AD/HD – Alter the Plan

In listening to Jonathan, it becomes apparent that he is still too involved in cross-functional work and it is detracting from his deadlines.

- You tell Jonathan that you would like to meet with him for 15 minutes 2x a week to quickly review his status so that deadlines are not missed.
- You tell Jonathan that he will need to curtail this work until he can demonstrate that he can make his own deadlines. Offer to go to the other manager and indicate as much, and tell her that you hope that he can help again in the future after his own work is complete.
- You tell Jonathan that you truly hope he can continue working with the other team, and that this is just a temporary holding pattern until his work is complete – give him a TANGIBLE BENEFIT to do the work you need him to do.

AD/HD – Develop the Employee

- Employees like Jonathan need judicious GUIDANCE, BOUNDARIES, and SUPPORT
- Very creative and usually high through-put
- Dedication to the well-being of the company, if not the department
- Wants to do it all

Remember that you are the manager of *people*: use the strong skills, develop the weaker ones!

Bibliography

- Brown, D. (1996). Brown's values-based, holistic model of career and life-role choice and satisfaction. In D. Brown & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (3rd ed.). San Francisco: Jossey-Bass.
- Center for Disease Control. (2007). CDC Releases New Data on Autism Spectrum Disorders (ASDs) from Multiple Communities in the United States. Retrieved on May 22, 2007 from <http://www.cdc.gov/od/oc/media/pressrel/2007/r070208.htm>.
- Dohm, A. (2000). Gauging the labor force effects of retiring baby boomers. Bureau of Labor Statistics. Retrieved on May 19, 2007 from www.bls.gov/opub/mlr/2000/07/art2abs.htm
- Kim, W. (2006). The Talent Pool You Are Overlooking: Why Your Company Can't Afford to Ignore People with Disabilities. Retrieved on May 19, 2007 from www.diversityinc.com/members/709.cfm.
- The Legal Aid Society. (2001). Disabilities in the Workplace. Retrieved May 19, 2007 from www.aapd-dc.org/NOW/presentWorkplace.html.
- Muller, E. et al. (2006). Vocational supports for individuals with Asperger syndrome. Retrieved February 27, 2007 from www.autastics.org/JVRpaper.htm.
- National Institute of Mental Health. (2006). The Numbers Count: Mental Disorders in America. Retrieved on May 19, 2007 from www.nimn.nih.gov/publicat/numbers.cfm.
- Ortiz, P. (2005). Mental Illness: The Hidden Disability in the Workplace. Retrieved on May 19, 2007 from www.diversityinc.com/members/1400.cfm.
- Parsons, F. (1909). *Choosing a vocation*. New York: Agathon Press.
- Patton, W. & McMahon, M. (1998). *Career Development and Systems Theory: A New Relationship*. New York: Brooks/Cole Publishing Company.
- The President's New Freedom Commission on Mental Health. (2003). *Achieving the Promise: Transforming Mental Health Care in America*. Retrieved on May 19, 2007 from www.mentalhealthcommission.gov/reports/FinalReport/toc.html
- US Department of Labor. (n.d.) *Entering the World of Work: What Youth with Mental Health Needs Should Know about Accommodations*. Retrieved on May 19, 2007 from www.dol.gov/odep/pubs/fact/transitioning.htm.

US Public Health Service. (1999). Mental Health: A report by the Surgeon General. Retrieved on May 22, 2007 from www.surgeongeneral.gov/library/mentalhealth/chapter1/sec4.html#chap6

Widmar, L. (2002). A not-so-hidden workplace cost. Risk & Insurance Magazine. Retrieved on May 19, 2007 from http://findarticles.com/p/articles/mi_moBJK/is_8_13/ai_89018208.

World Health Organization. (n.d.) Mental Health. Retrieved on May 22, 2007 from http://www.who.int/mental_health/en/index.html