

*a real world guide
TO **DIVERSITY**
in the workplace*



Training Leader's Guide

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**A Real World Guide
to
Diversity in the Workplace**

Training Leader's Guide

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Positive Prevention Series: A Real World Guide to Diversity in the Workplace

Educate your employees on today's more pressing human resource topics with the Positive Prevention Series produced by GO Media and distributed by LearnCom, Inc. The secret is in capturing each employee's attention with these engaging videos/DVDs that provide easy to grasp content and Q&A scenarios that assure employee understanding.

This video covers the basics of promoting the value of Diversity in the Workplace. It is designed for all employees including non-supervisory personnel, supervisors and managers. It is ideally suited for new employee orientation, and refresher training for all other personnel. Only the video or DVD is copyright protected. All other components can be duplicated at no cost to our customers.

Topics covered in the video include:

- Defining Workplace Diversity
 - Primary Dimensions
 - Secondary Dimensions
 - Functional Dimensions

- Appreciating Workplace Diversity
 - Improve Perspectives
 - Reflect Reality
 - Enhance Adaptation

- Deploying Workplace Diversity
 - Match Stakeholder Characteristics
 - Meet Business and Societal Goals
 - Comply with Legal Expectations
 - Overcome stereotypes
 - Encourage Change Agents

- Reinforcing Understanding - "Pop Quizzes"

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Introduction

Human beings are all alike.

Many molecular biologists now teach that tracing back mitochondrial DNA about 8,000 generations leads to the common ancestors of all of us Homo sapiens. Genome research shows that, genetically, we're nearly 100% the same. We are all bi-pedal tetrapod mammals with relatively large and similarly sized brains. We all consume the same air and water on our planet, all for the same reason.

There is no mistaking any human being for any other animal.

Our formal and informal behaviors are similar across all ages and through all cultures. That which drives any of us is recognizable to all of us. Abraham Maslow's hierarchy of needs is universal. We are all the same creatures with the same bodies, brains, minds, needs, and ancestors. Around the world, as a species, the similarities among us are great.

Yet each human being is a different individual.

When you scrutinize us closely and carefully you can find, as with any species, minor variations. These minor variations are called diversity.

You can find these minor variations in skeletal structures, skin shades, and expressions of gender. There are further unimportant variations in faces, hands, feet, head shapes, and hair. If you zoom in, fingerprints and DNA profiles confirms each human's distinct individuality. When you talk with each person, you find even more meaningful variations: Differences in life experiences, personal preferences, views, styles and contributions. Each of us is definitely a unique human being.

America was founded on the proposition that all people are created equal. This belief is built on the foundation that all humans are equally human and, as such, are entitled to the same opportunities. We have a right to dignity, respect, and the chance to realize our potential. America's organizations, institutions, governments, and companies have been working to implement that primary belief since our founding.

As our nation matured, we passed through dark ages when many felt that those who shared certain physical characteristics were of the same mind, drives, interests, and values. Struggles that resulted in people with these minor variations entering our schools, workplaces, neighborhoods, and media taught us the foolishness of the feelings felt during our dark ages. We learned that each human is unique and that no physical trait or minor variation predicts capabilities, behavior, dreams, motivation, or achievement.

Introduction

We also worked hard to learn that people who share belief systems, language, cultural ties, or places of origin do not lose their individuality. As individuals, each contributes a combination of talents and skills that is exclusive to that human being. The potential and value of any human is unrelated to the beliefs, origins, culture, or coincidental physical characteristics that may be shared with others.

There is only one category of humans: Individuals.

American business is now in the vanguard of acknowledging and acting on this recognition of reality. The wise employer now refuses to make capability or potential contribution assumptions based on any individual's physical, cultural, origin, or belief system characteristics. Modern employers strive to include individuals with any and all characteristics because it's good business and it makes business sense.

In a Diversity World article¹, R. McInnes writes that today's companies are motivated to diversify their workforces by seven factors.

1. Social Responsibility. To employ the disadvantaged.
2. Economic Payback. To give individuals the break they need to earn a living.
3. Resource Imperative. To attract the best available talent within the labor pool.
4. Legal Requirement. To implement equal employment opportunity laws.
5. Marketing Strategy. To build a workforce that reflects a diverse customer base.
6. Communications Strategy. To assure effective communications with all stakeholders.
7. Capacity-Building Strategy. To better adapt to change.

Without regard for the motivation, today's organizations must seek to achieve and maintain diversity in their workforces. Not to do so causes missed opportunities and negative consequences. It is essential for employers to regularly remind their employees to work toward diversity.

Diversity in the Workplace is a video-based training program designed to remind and show participants:

- Diversity characteristics
- Diversity value
- Proactive strategies

¹Workforce Diversity: Changing the Way You Do Business. www.diversityworld.com/Diversity/workforce_diversity.htm

The Training Program

The new **Diversity in the Workplace** program is a video-based multi-media-learning package designed for classroom facilitation and Instructor-Led Training (ILT).

You will find everything you need for a 1.5-hour or 2.5-hour informative workshop on identifying and promoting workforce diversity. This package is designed to improve the awareness of your staff on one of the most promising recent developments in the workplace. The **Diversity in the Workplace** program includes materials for your people to use, during and after the meeting, to refresh their memories, to remind them of what to do, and to reinforce their new behaviors.

Customization and flexibility are primary objectives of the Program. Print components, including this Training Leader's Guide, are included on the copyright-free CD-ROM in your Instructor's Kit. The Microsoft PowerPoint® presentation on the CD-ROM is a great tool for organizing, outlining, emphasizing your key points, and staying on the agenda. PowerPoint® is easy to customize. You can also print out the PowerPoint® presentation as a handout and photocopy it for attendees.

The core of the Program is the 15-minute video (VHS or DVD), **Diversity in the Workplace**.

Training Capabilities

The **Diversity in the Workplace** program is designed for facilitation by both inexperienced trainers as well as professionals. The Training Leader's Guide provides step-by-step instructions and scripts for you to conduct stimulating, interactive and productive learning sessions with a wide variety of audiences.

Preparation

As you know, preparation pays. You can choose to follow the step-by-step Preparing and Presenting Checklist, which can help you prepare for a successful training session.

Learning Objectives

Upon completing this training session, your participants should be able to:

- Define workforce diversity
- Specify reasons for increasing importance of workforce diversity
- Identify three dimensions of workforce diversity
- List ways workforce diversity improves a business
- Describe job aspects covered by legal requirements
- Define stereotyping
- Identify gender sensitivity
- Describe how to become a change agent

Survey (Quiz). A 25-question survey is included with this TLG. You may copy this survey and ask your participants to complete it both before and after the training session. You may choose to use the survey and its results for the purpose of evaluating the effectiveness of the training.

Certificates of Completion. The Certificates of Completion can be filled out by the Instructor (attendee's names, date) before the meeting and handed out at its conclusion. They are designed to provide a sense of accomplishment for the attendees. They can be framed and hung by attendees at their workstations.

Agenda / Schedule

A good meeting stems from good planning, and a small meeting should be as carefully planned as a large one. Work out a flexible time schedule so you won't run too far ahead or behind. Distribute a copy of the schedule to everyone helping you, including the people in charge of the meeting room and equipment.

When a video or DVD such as **Diversity in the Workplace** is the main feature of a meeting, treat it as such. Consider showing it twice, especially in the 2.5-hour meeting format. The video is so packed with information that even the keenest observer will find additional information at a second viewing. The discussion of the video's message will make the second showing much more meaningful.

Schedule	1.5 Hour	3 Hour
Meeting Step	Time (Minutes)	Time (Minutes)
Introduction	5	10
Participant Survey	10	10
Show Video	15	15
Questions & Discussions	20	30
Break		10
Show PowerPoint Slides	10	10
Questions & Discussions	15	30
Show Video		15
Participant Survey	10	10
Evaluation Form	5	5
Total	90	145

Preparing and Presenting Checklist

In Advance

1. Preview the video and take notes about how you will introduce the video during the training.
2. Read this Training Leader's Guide.
3. Review the PowerPoint slides and decide if you want to customize them. For example, you may want to add your organization's diversity policy. While reviewing the slides, take notes on how you want to present them or use them as a guide during your training session.
4. Outline your presentation, considering your audience and objectives. Make a list of questions or points that you want to cover during meeting discussions.
5. Decide where you will conduct the meeting.
6. Confirm that an appropriate meeting will be available based on the number of attendees. If any participants may have disabilities, verify that the room is accessible and properly equipped. Flexible lighting and good acoustics are also important. You might look for a room that permits a U-shaped arrangement of chairs and tables. This arrangement can encourage dialogue and active participation. A flipchart should be to one side of the class. You'll need a projection screen at the center of the room. You will want to be positioned at the center of the room so you can move about freely.
7. Verify that the necessary equipment will be available and in working order:
 - Flip Chart with markers
 - VCR or DVD player with remote control
 - Television or LCD projector and screen
 - Computer (if you want to display your PowerPoint slides onscreen)
8. Decide whether to conduct a 1.5-hour or 3-hour training session.
9. Set the time and date.
10. Make a list of the people who are to be invited to the training. If your organization wants to make a record of who has been trained, use this list as a checklist after training is completed. Determine where the attendance record is to be kept or sent.

Preparing and Presenting Checklist

11. Issue invitations to participants and place announcements on bulletin boards or in newsletters.
12. Identify any signs or posters you will need for announcing the meeting, guiding people to the meeting room, and serving to inform and remind within the meeting room.

Two Days Before Meeting

13. Issue reminder phone calls or e-mails to participants.
14. Verify that room, equipment, and signs are still available.
15. Meeting room: Check the room's lighting options and acoustics, and make sure participants have a good writing surface.
16. Identify the location of exits and rest rooms (verify that they are equipped for the disabled).
17. Review your presentation. Run through the PowerPoint slides if you customized them.
18. Make sufficient copies of Survey questions to hand out before and after the training.
19. Make sufficient copies of the Evaluation Form.

Day of the Meeting

20. Meeting Room: Arrange seating so that the video screen is easy for each participant to see and discussions can be comfortably conducted.
21. Equipment: Hook up equipment and run through some of the video and slides to confirm that all is working.
22. Adjust the room lighting so that the video can easily be seen and participant's can take notes.
23. Post signs guiding people to the room and hang posters in the room.
24. Display the agenda on handouts or on a whiteboard.

Preparing and Presenting Checklist

Start of the Meeting

25. Welcome each participant entering the room. Since workforce diversity is a serious subject, maintain a professional manner. Encourage everyone to sit at the front, near the screen.
26. Point out the locations of exits and rest rooms.
27. Introduce yourself. Share information about your expertise and credentials.
28. Announce the subject of the meeting and review the agenda and the learning objectives.
29. Distribute the Survey and pick it up when participants are finished.
30. Use your video review notes to introduce the video and review Presenting the Video in this Guide.
31. Show the video, **Diversity in the Workplace**.
32. Refer to your presentation outline and your list of questions or points to guide the Q & A and/or freeform discussion.
33. If a 2.5-hour meeting is scheduled, take a 10-minute break. Remind participants of rest room locations.
34. Reconvene. Show PowerPoint slides as part of your presentation.
35. Continue discussions.
36. If you are having a 2.5-hour training session, you may wish to replay the video.

Ending the Meeting

37. Distribute the Survey again and pick it up when participants are finished.
38. Distribute the Evaluation form and tell participants that they may leave when they hand it back in.

Preparing and Presenting Checklist

After the Meeting

39. Rearrange the room to its previous layout, if necessary. Clean the whiteboard or remove used pages from the flip chart.
40. Verify that the equipment will be returned. Pass along comments about any problems encountered with the equipment.
41. If a record of attendance is being kept, use the list of invitees as a checklist after training is completed. File or send the checklist to the appropriate office.
42. List any questions that were posed to which you did not know the answer and plan to follow-up with the questioners.
43. Make notes about the training session, particularly if you plan other sessions.
44. Send thank you notes or e-mails to those who helped you.
45. Arrange for each participant to receive a certificate of completion of the training. A certificate of completion form is available with this Guide.
46. Score the before and after surveys to determine the effect of the training.
47. Send each participant's manager a follow-up note or e-mail.

Presenting the Video

Steps to presenting the video:

- Before Showing the Video - Build enthusiasm
- Tell them what you're going to show them
- During the showing - pause for questions
- Tell them what you showed them

Before Showing the Video

Enthusiasm will help prepare your audience to accept the video and its message. Introducing the video with some praise will help warm your participants to watching with attention.

"This video does an excellent job of highlighting the issues of workforce diversity."

"This new video presents the key points of workforce diversity, along with good illustrations."

"Today's video is packed with good information."

"Diversity in the Workplace discusses real world issues of workforce diversity."

Tell them what you're going to show them

America's demographics are changing.

U.S. employers will benefit by responding to this change.

It is important to understand how to help your organization respond.

This video covers the issues involved in diversifying a workforce.

You will view information about diversity, stereotyping, and sensitivities.

This video will help you understand why you need to be a change agent.

Diversity Pays. The more perspectives an organization can focus on challenges, the better the solutions. Businesses need the wide range of perspectives brought by a diverse workforce.

Employer Policy. An effective policy welcomes the full range of individuals available in America's labor pool. It assures that everyone feels that they are an equal part of the employer's team. The policy must assure that every employer action is performance related, not linked to any bias.

Personal Responsibility. Practice positive inclusion. Each person must be proactive in assuring that coworkers receive the opportunity to fully participate and to make their best contribution.

Presenting the Video

During the Showing

Sometimes training leaders will pause a video so discussion can occur on the points covered. If you feel comfortable with the procedure, you can pause the video when the hosts pose questions.

After Showing the Video

Fielding Audience Questions

When members of your audience ask questions, these are steps that you might choose to follow:

- **C**larify the question so that you understand it.
- **A**cknowledge the questioner for asking a good question.
- **R**epet the question so everyone can hear it. Consider posing the question to the audience before answering it yourself.
- **E**ncourage the questioner and others by thanking the questioner for the question.

Asking Questions of Your Audience

Questioning is a powerful form of leading an audience. Following are some questions to consider using to generate active discussion and participation. It is important to assure that the discussion points are related to your business. Questions are best directed to specific individuals in your audience instead of being posed for general comment.

Sometimes the answer from an audience member is wrong. Some presenters will restate or elaborate on the question, making it appear that the question wasn't asked well the first time. The objective of not embarrassing the person who gave a wrong answer can also be achieved by gently and tactfully prompting the individual to look for other possible answers.

When starting the question period, it's good to begin with the more outgoing individuals. These people will have little difficulty speaking up and helping 'break the ice.'

It is also good to invite participants to ask you questions. When someone asks a question that is best answered through discussion, consider redirecting the question to the other participants. If you don't know the answer to a question, say so. You can respond with, "I will find out the answer and get back to you."

Question: What is diversity?

Answer: The full spectrum of human differences, including physical characteristics, life experiences, and personal preferences.

Question: What is the role of respect in workforce diversity?

Answer: It means to value the differences among people. To welcome and value each person's contribution.

Question: What are the three dimensions of diversity?

Answer: Primary (characteristics everyone is born with), Secondary (characteristics acquired during life) and functional (status in an organization).

Question: List some characteristics of the primary dimension (characteristics everyone is born with).

Answer: Age, gender, race, ethnicity, physical ability, and physical characteristics such as eye and hair color (can include sexual orientation).

Asking Questions of Your Audience

Question: Give some examples of secondary dimension characteristics (characteristics acquired during life).

Answer: Work experience, income, marital status, military experience, religious beliefs, geographic location, parental status, education, and sexual orientation (which can also fall under the primary dimension category).

Question: List some examples of the functional dimension (status in an organization).

Answer: Management status, work location, seniority, and department affiliation.

Question: Why is the American workforce changing?

Answer: Two thirds of the world's immigration is into the United States, the pool of younger workers is decreasing, the average age of workers is rising, and by the year 2020, minorities will constitute more than half of the new entrants into the U.S. workforce.

Question: How is the American workforce changing?

Answer: It is getting younger, gaining more workers from outside the US, and adding more minorities.

Question: How does an existing worker prepare for this change?

Answer: Adopting an attitude of embracing change, preparing to learn from others, showing respect for unfamiliar opinions, and mentoring workers from all backgrounds.

Question: What is the EEOC?

Answer: It is the Equal Employment Opportunity Commission, an agency of the federal government.

Question: Does the EEOC enforce federal and state laws?

Answer: No. The EEOC enforces only federal laws. The laws that prohibit discrimination in the workplace.

Question: Are immigrants having an effect on America's workforce?

Answer: Yes. Studies show a continuous rise in the number of immigrants joining the American workforce.

Question: What is a stereotype?

Answer: A stereotype is a generalization about a person or group of persons that often leads people to make unfair judgments about individuals or situations.

Asking Questions of Your Audience

- Question:** Can a stereotype be a positive one?
Answer: Yes. A person can believe positive things about a group.
- Question:** How can one eliminate a stereotype?
Answer: Become aware of the stereotype, determine the source of the stereotype, and expand one's knowledge about the group and the individuals within that group.
- Question:** What are the typical sources of stereotypes?
Answer: Family, friends, and coworkers. Stereotypes can be maintained by personal experiences, rumors, and media influence.
- Question:** What is gender sensitivity?
Answer: It is becoming aware that a gender-based belief is an example of a stereotype, and working to eliminate the stereotype.
- Question:** What should be one's gender sensitivity goal?
Answer: Raised awareness of female/male differences in development, emotions, behaviors, and perspectives. Elimination of improper language and improved communication between men and women.
- Question:** What is a change agent?
Answer: Someone who makes a commitment to use *inclusion* to foster and maintain diversity in the workplace. A person who *inquires* with good questions that challenge assumptions. And, someone who learns about people of other cultures and backgrounds.
- Question:** How do you become a change agent?
Answer: Think, *strategize*, about ways to work with others. Consider your actions and requests from the other person's point of view. Promote inclusive behaviors in your organization, share knowledge and power and encourage others to share theirs. *Listen* when interacting with your colleagues. *Understand* and appreciate the value that their differences bring to the table.

Asking Questions of Your Audience

The following questions are taken from quizzes in the video and are included in the Survey.

Question: True or false: Employers should be mindful of all three dimensions of diversity when creating, maintaining or revising company policy?

Answer: True. Primary dimensions, such as race...secondary dimensions, such as education...and functional dimensions, such as seniority should always be considered when implementing company policy to prevent exclusionary practices from either directly or indirectly occurring.

Question: Which of the following descriptions best encompasses the meaning of diversity?

- A. Physical characteristics
- B. Life experiences
- C. Personal preferences
- D. All of the above

Answer: D. All of the above.

Question: A diverse workforce can contribute to the profitability of a company?

Answer: True. A diversified workforce can lead to increased productivity, to success, and enhance an organization's ability to recruit and retain the best talent.

Question: True or false: The U.S. Equal Employment Opportunity Commission, or EEOC, upholds state laws prohibiting discrimination in the workplace.

Answer: False. The EEOC oversees and enforces federal laws prohibiting discrimination in the workplace.

Question: True or false: Immigrants and minorities steadily comprise more and more of the American workforce?

Answer: True. Studies show a continuous rise in the number of immigrants and minorities joining the American workforce...and savvy organizations are capitalizing on this rich mix of diversity.

Asking Questions of Your Audience

Question: True or false: Stereotypes can be negative or positive generalizations about a person or group of persons.

Answer: True. Stereotypes are any generalizations, negative or positive, about a person or group of persons and assumptions that often cause people to make unfair and inaccurate judgments about individuals or situations.

Question: Attention to gender sensitivity can:

- A. Improve communication
- B. Increase job satisfaction
- C. All of the above
- D. None of the above

Answer: D. All of the above.

Question: True or false: The key word to remember when acting as a diversity change agent is respect.

Answer: False. *Inclusion* is the key word to remember when acting as a change agent. Respect is definitely part of that equation, but being open to all kinds of people with different ways of thinking is the first step in moving towards a diverse work environment.

Summary of the Video Script

Why we're here today: To help you become proactive in achieving the benefits of a diversified workforce.

Company Goal: create an inclusive and thriving environment where each employee can do his or her best work.

Achieving this goal:

- Understanding *diversity* and
- Valuing *diversity*.

Diversity is the full spectrum of human differences, including:

- physical characteristics,
- life experiences,
- personal preferences,
- skills.

That makes each of us unique.

Diversity is also about respect ... and valuing differences in:

- views,
- styles, and
- contributions.

By embracing diversity, employees can:

- foster new lines of communication and collaboration and
- increase work place morale, productivity, and success.

To help you become proactive, we will:

- define diversity,
- look at some of the legal issues,
- look at some of the demographic trends associated with America's workforce, and
- finally, we'll go over a few tips for creating an inclusive workplace.

To simplify things, let's look at diversity in three dimensions

- primary,
- secondary, and
- functional.

Primary dimensions of diversity.

The characteristics that everyone is born with and that are visible and easy to identify:

- age,
- gender,
- physical characteristics, such as eye and hair color, race,
- ethnicity, and
- physical ability.

Summary of the Video Script

Secondary dimensions of diversity.

Differences or characteristics that we acquire, change or discard throughout our lives and that distinguish us from people who possess a different world view:

- work experience,
- income,
- marital status,
- military experience,
- religious beliefs,
- geographic location,
- parental status,
- education, and
- sexual orientation (which can also fall under the primary dimension category).

Functional dimensions of diversity.

Which evolve from the position a staff member holds in an organization:

- management status,
- work location,
- seniority, and
- department affiliation.

The mixed bag of dimensions we each possess is what makes us unique individuals.

Inclusive organizations:

- recognize these differences,
- appreciate these differences, and
- value employees for the personal strengths they bring to the table.

By sharing their perspectives on problems, diversity can:

- lead to more effective solutions, and
- lead to increased productivity.

In fact, many institutions utilize an **open door policy**, allowing any employee to discuss any subject, with anyone. This technique

- breaks down barriers of intimidation, and
- ensures equal access to information, resources and services.

A diverse workforce can

- enhance an organization's ability to recruit the best talent,
- improve employee commitment, and
- improve employee morale.

Summary of the Video Script

Diversity can be a stimulus for:

- intellectual growth,
- emotional growth,
- economic growth, and
- social growth.

Whether you're an employee or employer, supporting diversity is the *right* decision.

LAW

Federal and state laws show organizations the *right* direction to follow:

The Equal Employment Opportunity Commission (EEOC) is responsible for: overseeing and enforcing federal laws prohibiting discrimination in the workplace.

EEOC regulations make it illegal to discriminate in any aspect of employment, including:

- hiring
- firing
- job transfer
- promotion
- layoffs
- compensation
- assignment of employees
- job advertisements
- recruiting
- job testing
- training
- discipline
- pay
- retirement
- disability leave
- use of company facilities
- fringe benefits, or
- any other terms and conditions of employment.

Summary of the Video Script

DEMOGRAPHICS - CHANGING WORKFORCE

Two thirds of the world's immigration is into the United States. And a Department of Labor study on future demographics showed the following trends:

- the pool of younger workers is decreasing,
- the average age of workers is rising,
- service jobs are increasing, requiring higher skill levels,
- information jobs are increasing, requiring higher skill levels, and
- by the year 2020, minorities will constitute more than half of net new entrants into the U.S. workforce.

Barriers must be removed to:

- corporate training,
 - communication, and
 - career advancement
- ... if employers wish to be successful.

Individuals who want to flourish within these organizations must also prepare themselves by:

- embracing change,
- learning from others,
- showing respect for opinions and cultures unfamiliar to them,
- by being willing to include and mentor workers from all back grounds, ages, gender, and ethnicities.

STEREOTYPE

Stereotype Definition:

- A stereotype is a generalization
- about a person or
- about a group of persons
- that often leads people to make unfair judgments about individuals or situations.

Stereotypes can:

- be positive,
- be negative,
- be held about any group, including your own,
- influence how we relate to others,
- influence our attitudes about them, and
- be barriers to genuine relationships.

Summary of the Video Script

How can we eliminate stereotypes?

1. Become aware of the stereotypes you hold.

The idea is to separate our genuine knowledge about particular groups from those inflexible notions that have become lodged in our brains because of:

- past experiences,
- rumor, or
- media influence.

2. Determine the source of the stereotype and how it was formed:

- parental influence,
- childhood experiences,
- adult experiences,
- family,
- friends, or
- coworkers?

And then decide if those sources or experiences are reliable.

3. Make corrections:

- expand your knowledge about other groups and cultures,
- realize that ignorance and lack of familiarity makes all members of a group look alike,
- read and learn more about different cultures because acquiring knowledge weakens stereotypical thinking, and
- expand your experiences with other groups and cultures.

Exposure to a variety of people can eliminate stereotypes, which can help eliminate prejudices.

GENDER SENSITIVITY

Stereotypes can be gender-based.

Gender sensitivity is critical to promoting workplace diversity.

Benefits of gender sensitivity include:

open and effective communication between men and women,
productive work place,

- harassment-free work place,
- more efficient workforce,
- higher-quality workforce, and
- increased job satisfaction.

Summary of the Video Script

The goal of gender sensitivity:

- raised awareness of female/male differences in development, emotions, behavior, and perspectives,
- elimination of improper language, and
- improved communication between men and women in the workplace.

To shift perceptions and overcome communication barriers, we must understand the differences between men and women in:

- how we think,
- how we act, and
- which of our behaviors are problematic for the opposite sex.

Fostering a diverse work environment requires:

- elimination of stereotypes, and
- gender sensitivity.

CHANGE AGENTS

Change is inevitable and many people fear and resist change.

To counter fear and resistance, we need to be willing to:

- take an active role in this evolution of thinking, and
- we need to become *change agents*.

Change agents:

- use *inclusion* to foster and maintain diversity in the work place,
- *inquire* with good questions to challenge assumptions, and
- learn about people of other cultures and backgrounds.

Become a diversity change agent by promoting inclusive behaviors in your organization.

Share

- Knowledge
- Power and
- Encourage others to share theirs.

The more you know the more valuable you become to the company and to yourself.

Summary of the Video Script

Be sure to:

- *listen* when interacting with your colleagues,
- *understand* and appreciate the value that differences bring,
- not shy away simply because they are different than you,
- *strategize ways* to work with others, and
- consider your:
 - actions,
 - requests, and
 - demands from the other person's point of view

The change agent's communications objective:

- stimulate a person's creativity, instead of
- generating an angry response or retreat.

Change agents take these steps:

- *include* everyone's input,
- help others feel valued,
- help others feel respected,
- include them in decisions that affect them,
- be *open-minded* regarding the opinions of others, and
- *negotiate* alternatives to avoid disagreements.

Change agents are individuals who:

- take action to address inappropriate behavior,
- If they see or hear a wrongful act, they give feedback in a supportive and respectful manner, and
- act as role models by promoting diversity with inclusive thinking and actions.

Affirming and valuing diversity is a constructive process that will enhance employee satisfaction on a personal level, while increasing productivity on a company-wide basis.

Everyone benefits when it comes to diversity. *Make diversity work for you.*

End of Summary of the Script

Contacting the EEOC

Contact the U.S. Equal Employment Opportunity Commission at www.eeoc.gov or call 1-800-669-3362. Employers who have questions about the laws enforced by EEOC or about compliance with those laws in specific workplace situations may contact the EEOC at: <http://www.eeoc.gov/employers/contacteeoc.html>.

Jack Linge

When Jack Linge, who prepared this Training Leader's Guide, served as an assistant attorney general, he advised his state's law enforcement agencies on equal employment opportunity legal issues. Jack, who holds a Juris Doctor degree, has served as an adjunct college and university instructor, teaching courses in organizational behavior, supervision and management. His book, ***Selling Today: Technology*** (Prentice-Hall, 3rd Edition), describes the use of electronic tools to build relationships and enhance personal communications.

Verdict and Settlements

If you wish to impress upon your participants the seriousness of sexual harassment and its potential impact on their organization, you might make reference to these reports:

EEOC Litigation Settlements

<http://www.eeoc.gov/press/11-18-04.html>

November 16, 2004 LOS ANGELES - The U.S. Equal Employment Opportunity Commission (EEOC) and private plaintiffs today announced their mutual resolution of the lawsuit entitled EEOC v. Abercrombie & Fitch Stores, Inc. The lawsuit alleged that Abercrombie & Fitch, which operates a nationwide chain of retail stores, violated Title VII of the Civil Rights Act of 1964 by maintaining recruiting and hiring practices that excluded minorities and women and adopting a restrictive marketing image, and other policies, which limited minority and female employment.

EEOC's General Counsel Eric Dreiband stated, "The retail industry and other industries need to know that businesses cannot discriminate against individuals under the auspice of a marketing strategy or a particular 'look.' Race and sex discrimination in employment are unlawful, and the EEOC will continue to aggressively pursue employers who choose to engage in such practices."

EEOC's Los Angeles Regional Attorney, Anna Park, stated, "The most harmed group of individuals in this case were young minorities and young women. The Commission will ensure that these young workers, who may be entering the workforce for the first time, are actually afforded equal opportunities to compete for jobs."

<http://www.eeoc.gov/litigation/settlements/settlement09-04.html>

EEOC v. Carl Buddig & Co.

The Chicago District Office filed this Title VII case alleging that the defendant, which processes and packages meat and deli products in South Holland, Illinois, a Chicago suburb, denied employment to African American applicants because of their race and segregated female applicants into lower paying jobs. Defendant's hiring practices included reliance on referrals of its almost all white workforce, many of whom were Eastern European immigrants, and physically segregating the employment applications of women, considering them only for packing line jobs in which periodic raises were characteristically lower than in other unskilled jobs. The case arose out of a Commissioner's Charge filed in 1998 which referenced discriminatory practices occurring since 1991.

The suit was resolved by a three-year consent decree under which the defendant will pay \$2.5 million in damages to approximately 325 claimants. The decree enjoins defendant from race or sex discrimination in hiring and job assignments; requires that defendant use its best efforts to assure that the race and sex of its hires, on an annual basis and in the aggregate, reflect the racial and sexual makeup of its applicant pool; and requires that female applicants at production facilities who do not specifically indicate an interest in packing jobs be considered for all vacant production positions.

Verdict and Settlements

EEOC v. Amycel

The Philadelphia District Office filed this Title VII action alleging that defendant, a mushroom production and distribution company, subjected Charging Party, who is of Mediterranean/Middle Eastern descent, to harassment because of his national origin, and discharged him for complaining of the harassment. Charging party has an olive complexion and had a long full beard at the time of his employment. He had worked for defendant since 1985 and been promoted into several management positions when, in September 2002, defendant's Sales Director became his supervisor. The Sales Director made a number of comments insinuating, with references to Charging Party's appearance, that Charging Party was associated with terrorists. The Sales Director also called Charging Party "Osama Bin Laden" whenever he saw him at defendant's plant. Charging Party complained to the Human Resources Manager by phone about the harassment, sent her e-mails documenting the harassment incidents, and advised two company vice presidents by phone of his complaints. The Human Resources Manager conducted an investigation consisting of nine brief telephone interviews with staff and concluded that Charging Party had not been harassed on the basis of his national origin. Approximately a month after issuance of the Human Resources Manager's report, the Sales Manager summoned Charging Party back three days early from a vacation and told him his position was being eliminated and he was discharged. The suit was resolved by a consent decree providing Charging Party with \$152,500 in monetary relief.

EEOC v. Bemis Company, Inc.

The Milwaukee District Office litigated this Title VII suit alleging that African American employees were subjected to racial harassment including racial graffiti, use of racial epithets, and the display of nooses at defendant's Terre Haute, Indiana facility. Defendant is the largest manufacturer of flexible packaging material in North America, and employs 1,000 people at the Terre Haute facility. The suit was resolved by a three-year consent decree that requires defendant to pay \$245,000 in compensatory damages to 22 claimants. Defendant also will allocate \$55,000 to an interest bearing account for the purpose of providing rewards for information leading to the determination, termination, or criminal prosecution for future acts of racially motivated vandalism or racial harassment at the Terre Haute facility; funds remaining 90 days after expiration of the consent decree will be used for diversity training by an outside consultant that would not otherwise have been undertaken by defendant. The decree enjoins defendant from discriminating against persons on the basis of race, from creating or permitting a racially hostile work environment, and from retaliation. Defendant must report to EEOC annually on formal complaints of racial harassment and defendant's responses.

Verdict and Settlements

EEOC v. Honeywell Inc., f/k/a AlliedSignal Inc., Automotive Aftermarket

The Philadelphia District Office filed this ADEA suit alleging that defendant, a global diversified technology business, laid off, terminated, and demoted sales managers and sales representatives in various locations nationwide because of their age. EEOC alleged that the discriminatory conduct occurred in 1997 during a companywide reorganization by the former AlliedSignal Automotive Aftermarket (makers of consumer car care items such as Prestone and Fram products), which defendant acquired in a merger in 1999. The suit was resolved with a two-year consent decree that requires defendant to pay amounts ranging from \$275,000 to \$475,000 (which include attorney's fees and pension benefits) to six Charging Parties, and \$8,000 each to 25 class members, for a total of \$2,150,000. The decree also provides that defendant will not engage in any employment practice which constitutes unlawful discrimination under the ADEA.

EEOC v. SCI Funeral Services of Florida, Inc., d/b/a Hardage-Giddens Funeral Home

The Miami District Office filed this ADA suit alleging that the defendant, a large owner of funeral homes, subjected Charging Party, who has been deaf since birth, to a hostile work environment and paid him less than similarly situated employees because of his disability. Miami also alleged that defendant failed to promote Charging Party to the position of Funeral Director because of his disability and his opposition to defendant's discriminatory conduct, and discharged him for filing a charge under the ADA. Charging Party intervened with ADA and additional state claims. Charging Party is an excellent lip reader and speaks very understandably but with a different tone of voice from a hearing person. He had previously been a funeral home director, when, for family reasons, he had to move to Jacksonville, Florida. Defendant gave him a job in its crematorium and he later transferred to an embalmer's position, but was paid less than a similarly situated embalmer. Defendant refused to promote Charging Party to a Funeral Director position because it wanted to keep him out of the public eye. When defendant's dispatch manager began to mock Charging Party's manner of speech and insinuate he was mentally disabled, he complained to the General Manager and Area Vice President. The complaints were ignored except for a cursory investigation, which concluded that the dispatch manager simply had a harsh management style. Charging Party then filed a discrimination charge and when he could not be persuaded to drop it, he was terminated. The case was resolved by a consent agreement providing Charging Party \$270,000 in monetary relief.

EEOC v. C-Sonya, Inc. d/b/a The Club and Concept 2000 Professional Employers, Inc.

In this Title VII race discrimination suit, the Miami District Office alleged that defendant, a nightclub, fired two charging parties, African American bartenders, because the owner wanted to change the image of the club and they did not fit the new image. Defendant contended that it laid off bartenders due to lack of work; however, six white bartenders remained

Verdict and Settlements

employed after CPs were laid off, and no black bartenders were employed. Further, defendant hired five additional white bartenders during the next five months. By a three-year consent decree, defendant agrees to pay \$36,500 in compensatory and punitive damages and \$3,500 in lost wages to each of the charging parties for a sum total of \$80,000. Defendant is also enjoined from discriminating against employees in the terms and conditions of their employment because of their race. Defendant will report annually to EEOC on race discrimination complaints it receives and the actions it takes in response.

EEOC v. Poggenpohl, U.S., Inc.

In this Title VII case, the New York District Office alleged that a United States subsidiary of a German company that designs high-scale kitchen cabinets subjected charging party, an Egyptian Muslim, to a hostile work environment based on her national origin and religion, and discharged her because she complained about the harassment. CP worked for defendant for 20 years in its Middle Eastern location, and in November 1999 became the Operations and Administration manager for the company's midtown Manhattan showroom. During her New York employment, CP was harassed on a daily basis about her Middle Eastern background and Islamic religion by a coworker, and the harassment escalated following the events of September 11, 2001. The coworker cursed and threatened CP, mocked her accent and language, called her names such as "Mrs. Osama bin Laden" and "Mrs. Taliban," and made offensive comments indicating that she wished people from Arab countries "would be killed . . . like the Americans did to the Native Americans." Stating that the offending coworker was one of its best salespersons and brought in a lot of money for the company, defendant's president failed to take prompt or effective action to stop the harassment. Instead, a week after CP wrote a letter to defendant's vice president complaining about the coworker's conduct, defendant discharged CP for violating its no-cursing policy, even though it offered no instance of when she violated the policy, and for poor performance despite her clean work history.

The case was resolved by an 18-month consent decree that enjoins defendant from engaging in religious discrimination, national origin discrimination, or retaliation. In addition, the decree requires defendant to pay \$162,500 in compensatory damages to CP. Defendant also shall revise its policy and reporting procedures regarding harassment and retaliation by (1) creating a formal complaint form to report incidents of harassment, discrimination, and retaliation, (2) conducting prompt investigations, and (3) documenting all actions taken during the investigation and resolution of the complaint. To effectuate the complaint process, defendant shall appoint an HR Officer to receive, investigate, and resolve all complaints of discrimination and retaliation. Finally, defendant shall provide a 90-minute anti-discrimination training seminar with an emphasis on national origin discrimination, religious discrimination and retaliation to all non-management employees who work in defendant's showrooms and corporate offices. Managers and supervisors shall receive 2 1/2 hours of anti-discrimination training and semi-annual refresher courses.

Verdict and Settlements

EEOC v. Morgan Stanley & Co., Inc.

The New York District Office filed this sex discrimination action, alleging that defendant, a global financial services firm with more than 600 offices in 27 countries, engaged in a pattern or practice of discrimination against female employees in its Institutional Equity Division (IED). New York alleged that the unlawful practices affected the women's promotion opportunities, compensation, and terms, conditions, and privileges of employment. New York further alleged that the defendant retaliated against the charging party-intervenor, a principal in the firm, by terminating her for complaining about sex discrimination.

This case was resolved by a three-year consent decree that requires defendant to pay a total of \$54 million. Forty million dollars will be paid into a claim fund to pay awards through a process by which claimants and the parties will submit information to a Special Master, paid by defendant, who will determine the amount, if any, to be awarded to each claimant. Any claimant dissatisfied with the Special Master's determination as to her claim can submit objections to the court. Potential claimants are women employed in the United States at any time since January 1, 1995, in IED in the positions of exempt non-officers eligible for promotion to vice president (including but not limited to associate and professional), vice president, principal or executive, and managing director, and female American citizens employed in these covered positions outside the United States during that period. Any residual funds from the \$40 million will be used for scholarship programs for female students pursuing careers in the financial services industry. Defendant also is to pay \$12 million to CP and to use \$2 million to provide anti-discrimination and diversity training and to implement policies and programs designed to prevent sex discrimination and enhance promotional opportunities for women.

Additionally, defendant will appoint an employee to be an EEOC-approved ombudsperson who will oversee the implementation of the decree's terms, administer defendant's complaint policy, and ensure compliance with record-keeping and reporting requirements. The decree also provides for an outside monitor, paid by defendant, who will review defendant's anti-discrimination policies and practices and be a contact person for employees with sex discrimination complaints. The outside monitor also will provide a report to EEOC and defendant, at least once a year, that assesses defendant's implementation of and compliance with the decree, with special attention to whether defendant has implemented meaningful programs to address retention and promotion of women in IED. Finally, the decree enjoins defendant from discriminating against women in covered positions in promotion and compensation based on their sex and from retaliating against female employees, and provides for yearly reporting to EEOC on the sex, job title, and compensation of employees in covered positions, on transfers and hires into covered positions, and on studies of promotions of employees in covered positions.

Verdict and Settlements

EEOC v. QPM Aerospace, Inc.

The Seattle District Office brought a Title VII suit alleging that a sheet metal fabrication and machining company retaliated against a Vietnamese-American machinist when it fired him for complaining about a manager's derogatory comments about Asians. Two other employees of Asian national origins (Laotian and Korean) intervened in the Commission's case alleging federal and state claims. In accordance with a three-year consent decree covering defendant's Washington State facilities, defendant will pay a total of \$230,000 in compensatory damages and fees to charging party and the two intervenors, and will change CP's termination to a voluntary resignation and remove any no rehire provision from his personnel file. Defendant also will institute and enforce anti-discrimination policies and procedures for its employees, supervisors, and management personnel. Managers must take two hours of face-to-face EEO training and defendant agrees to include a "commitment to equal employment opportunity" as a qualification for supervisory positions. Finally, defendant must revise its EEO policy and complaint procedure to ensure that it adequately prohibits racial harassment and reaffirms defendant's commitment against retaliation.

Diversity Policy, *An Example*

Diversity Policy Statement (Federal agency)

The mission of the National Archives and Records Administration (NARA) is to ensure ready access to essential evidence for a wide range of people from all walks of life. Consequently, NARA must draw on a diverse cross-section of people to achieve our mission. More than that, we at NARA must value our diversity because it contributes to the richness and strength of our agency. As we approach the 21st century, we must make NARA a place where people count and the differences between them do not, a place where contributions count and differences are used to an advantage and not a disadvantage. Our ability to serve the American people is enhanced by the positive and creative power which comes from our diversity. Without the creative energies of all our employees who bring with them different approaches, solutions and innovations, NARA could not safeguard the rights of all Americans to equal and ready access to essential evidence. Moreover, including the ideas, opinions, perspectives, and talents of all who make up our work force enriches the entire agency.

It is my goal to create a positive climate of learning, innovation, flexibility, inclusion, opportunity, and growth. My objective is to develop a work force that knows the value of diversity; appreciates the unique contributions to NARA by all individuals; and enhances organizational efficiency and effectiveness through the inclusion of diverse perspectives and points of view. Everyone, including myself, is responsible for valuing and encouraging diversity at NARA. By doing this, NARA as an agency and we as individuals, can reap the benefits of diversity as we work together to achieve our mission.

JOHN W. CARLIN

Archivist of the United States

May 29, 1997

http://www.archives.gov/about_us/equal_employment_opportunity/policy/diversity_program.html

Materials

Invitation to Participants

This printed or e-mail invitation should be sent to selected participants enough in advance so that it is unlikely to interfere with their routine schedules.

Proposed Note or E-Mail:

[Name of Participant]

Subject: **Diversity in the Workplace** Training

Organizations recognize that promoting workforce diversity delivers important benefits to the organizations and their stakeholders. Regularly reminding people within an organization about how to promote diversification is a prudent practice.

For that and other reasons, a training session on how to ensure workforce diversity has been arranged. Please mark your calendar now to attend this training.

[Date, time, duration, location, directions]

The session will cover the following issues:

- Define workforce diversity
- Specify reasons for increasing importance of workforce diversity
- List ways workforce diversity improves a business
- Describe job aspects covered by legal requirements
- Define stereotyping
- Identify gender sensitivity
- Describe how to become a change agent

Please bring writing materials to take notes. If you have questions or a schedule conflict, please let me know.

Materials

Follow-Up with Managers

After a training session, consider sending a note or e-mail to the manager of each of the participants. The objective is to inform or remind the manager that the employee has received the training and to invite feedback from the manager.

Proposed Note or E-Mail:

[Name of Manager]

Subject: **Diversity in the Workplace** Training

[Name of Employee] recently participated in a workforce diversity training session. During the session, participants covered these issues:

- Define workforce diversity
- Specify reasons for increasing importance of workforce diversity
- List ways workforce diversity improves a business
- Describe job aspects covered by legal requirements
- Define stereotyping
- Identify gender sensitivity
- Describe how to become a change agent

You can help improve our training practices. Please review the training session with [Name of Employee] at your convenience. After the discussion, please give me your opinion of the effectiveness of the training and suggestions that you may have for improvements.

Thank you for your help. Please tell me if you have questions.

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Survey

1. Which of the following is a Primary Dimension of a person's diversity (Circle)?
 - A. Age
 - B. Gender
 - C. Hair color
 - D. Martial status
 - E. Seniority

2. True or False (circle one): Employers should be mindful of all three dimensions of diversity when creating, maintaining or revising company policy?

3. Which of the following descriptions best encompasses the meaning of diversity (Circle)?
 - A. Physical characteristics
 - B. Life experiences
 - C. Personal preferences
 - D. All of the above
 - E. None of the above

4. True or False (circle one): A diverse workforce can contribute to the profitability of a company?

5. True or False (circle one): The U.S. Equal Employment Opportunity Commission, or EEOC, upholds state laws prohibiting discrimination in the workplace.

6. True or False (circle one): Immigrants and minorities steadily comprise more and more of the American workforce?

7. True or False (circle one): Stereotypes can be negative or positive generalizations about a person or group of persons.

8. Attention to gender sensitivity can (Circle):
 - A. improve communication
 - B. increase job satisfaction
 - C. All of the above
 - D. None of the above

9. True or False (circle one): The key word to remember when acting as a diversity change agent is respect.

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Survey

10. Which of the following are examples of the functional dimension?
 - A. Management status
 - B. Work location
 - C. Seniority
 - D. Gender
11. True or False (circle one): Most of the world's immigration is into the United States.
12. True or False (circle one): The US labor pool of younger workers is increasing.
13. True or False (circle one): A company can gain customers because of workforce diversity.
14. Which of the following is **not** a way one can eliminate a stereotype (Circle)?
 - A. Become aware of the stereotype
 - B. Determine the source of the stereotype
 - C. Expand one's knowledge about the group
 - D. Look for evidence that the stereotype is accurate
15. True or False (circle one): A Gender-based belief is an example of a stereotype.
16. True or False (circle one): An open door policy is a good way to help diversity work.
17. True or False (circle one): A training seminar is a good way to promote workforce diversity.
18. True or False (circle one): You have a personal responsibility to encourage workforce diversity.
19. True or False (circle one): Workforce diversity is to be valued only by management.
20. True or False (circle one): A diverse workforce can harm employee morale.
21. True or False (circle one): Diversity can be a stimulus for one's intellectual growth.
22. True or False (circle one): Stereotypes can be positive.
23. True or False (circle one): Service jobs are increasing which require higher skill levels.
24. True or False (circle one): Today's media has little influence on maintaining stereotypes.
25. True or False (circle one): Gender sensitivity is not important to promoting workplace diversity.

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Survey Answer Sheet

1. A. Age, B. Gender, and C. Hair color.
2. True.
3. D. All of the above.
4. True.
5. False. The EEOC upholds federal laws.
6. True.
7. True.
8. C. All of the above.
9. False. The key word is *inclusion*.
10. A. Management status, B. Work location, and C. Seniority.
11. True.
12. False. The US labor pool of younger workers is *decreasing*.
13. True.
14. D.
15. True.
16. True.
17. True.
18. True.
19. False. Workforce diversity is to be valued by everybody.
20. False. A diverse workforce can *improve* employee morale.
21. True.
22. True.
23. True.
24. False. The media does have an influence on maintaining stereotypes
25. False. Gender sensitivity is *critical* to promoting workplace diversity.

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Training Session Evaluation Diversity in the Workplace

Thank you for attending this training on how to recognize, promote, and personally contribute to the value of workforce diversity. Please provide your evaluation of this training by circling your rating for each statement.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
The program objectives were explained	1	2	3	4	5
The dimensions of diversity was well defined	1	2	3	4	5
How diversity improves a business was described	1	2	3	4	5
Legal requirements of job aspects were detailed	1	2	3	4	5
Stereotyping was well defined	1	2	3	4	5
The importance of a policy was well explained	1	2	3	4	5
Gender sensitivity was defined	1	2	3	4	5
I understand what my personal commitment should be	1	2	3	4	5
I know who to contact if I need information	1	2	3	4	5
This program helped me learn what I need to know	1	2	3	4	5
This program met my expectations	1	2	3	4	5
The opportunity to participate was sufficient	1	2	3	4	5
The facilitator connected the information to my job	1	2	3	4	5
This training is applicable to my job	1	2	3	4	5
I found the questions and discussions helpful	1	2	3	4	5
The program facilitator was well prepared	1	2	3	4	5
I would recommend this program to others	1	2	3	4	5

I would improve this program by _____

