

The *Diversity* Series

Video Series in Four Programs

- **On the Threshold of Change**
- **Gender and Sexual Orientation
Workplace Issues**
- **Race, Ethnicity, Language and Religion
Workplace Issues**
- **Age and Physical Abilities Workplace Issues**

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The Diversity Series

Introduction

At the turn of the century, Israel Zangwell wrote a play entitled the *Melting Pot*. In his four-act drama Zangwell spoke about America as a crucible, a melting pot “where all the great races of Europe are melting and reforming.” Today, few people know Zangwell’s name, but the title of his drama lived on for decades describing an American spirit and direction for sameness—of language, tradition and purpose—which was frequently challenged by a striving for a rugged, individualistic spirit.

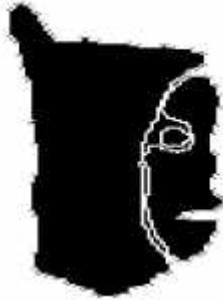
During this century monumental change has occurred inside and beyond our borders. Since the early 1900s the world has grown smaller and it’s people continue to arrive on American shores in numbers surpassing the major waves of immigrants of the past. These new Americans, speaking over three hundred languages nation-wide, add new perspectives to the work place, our communities and schools. At the same time, civil rights legislation of the 1960s makes us more aware of our history of prejudice and discrimination and sets the framework for a new era of human rights and human dignity for all Americans. And most recently, the Americans with Disabilities Act helps broaden our parameters of who should enter the work force and encourages companies and organizations to look beyond traditional frames of reference for determining who would be the best worker for the job.

The world is at our doorstep, and it looks different than it has in the past. At the same time, as we travel through the new millennium, we find a world that demands new ways of interaction and communication. The concept of the melting pot has become passe and ineffective. Indeed, we stand at a “Threshold of Change,” at a new doorway filled with all shapes, sizes and colors of people, all possessing varying abilities, and most filled with ideas, spirits, hopes and disparate perspectives. And with this variety comes an excitement and energy perhaps few of us could have anticipated. The more we are faced with this diversity, the more the analogy of



the melting pot, where diversity is lost to assimilation, becomes unattractive, inappropriate and not profitable.

The Diversity Series is a training program intended for managers and employees. The series focuses on the legal, ethical and practical definitions of diversity and addresses some of the complex issues organizations and workers face when dealing with the many aspects of diversity. It addresses the needs of the worker and the responsibility an organization has relative to the management of diversity. **The Diversity Series** goes beyond showing that diversity is sensible; it demonstrates that diversity can enhance the organization's competitive edge.



How to Use this Guide

This guide offers two training options.

Under the first option, the Facilitator introduces the program, shows the videotape(s) and leads group discussion on questions included in the guide. Since the guide is formatted for a more extensive training, the facilitator must review each activity section of the guide and decide which of the questions to use for discussion. Each section progresses, step-by-step, following the video sequence.

Under the second option, the trainer/consultant/group leader takes a more active role in facilitating a workshop or series of workshops. In fact, **The Diversity Series Guide** provides enough material for a two-day training session. Activities and exercises are offered for each program, and a beginning exercise on discovering a definition for a group's diversity has been included as part of the introduction to this series. It is not necessary to work through all the exercises provided. **The Guide** has been written in such a way to allow the facilitator to pick and choose the activities that are most suitable for the training group.

On the Threshold of Change

The Diversity Series

Goal

- To present an overview of diversity in the work place.

Objectives

- To define the cultural characteristics of diversity.
- To present the issue of how individual differences, when managed positively, can strengthen an organization.
- To show that in order to embrace diversity individuals must broaden their perspective consciousness by education, exposure and experience.
- To discuss the nature of conflict as it relates to diversity.
- To define how Equal Employment Opportunity laws and Affirmative Action relate to the concept of diversity.
- To discuss how diversity management can enhance the competitive edge of an organization.
- To identify the skills that help individuals relate to people who are different from themselves.

Materials Needed

- Program One of **The Diversity Series** - "On the Threshold of Change"
- Video player and TV monitor
- Board or flipchart or large newsprint

Program One

*Total Viewing Time:
17 minutes*

*Video Presented in Six
Segments:*

- *Introduction*
- *Diversity?*
- *Why Now?*
- *How Diversity Impacts You*
- *From Equal Employment Opportunity to Diversity*
- *On the Threshold of Change*



Prep Time:
30-45 minutes



Training Time:
One-and-a-half to
three hours depending on
the format used

Purpose of Training

- Prepared transparencie and/or handouts from the blackline masters that relate to Program One (Objectives, EEO and Affirmative Action Laws)
- Paper and writing materials for participants

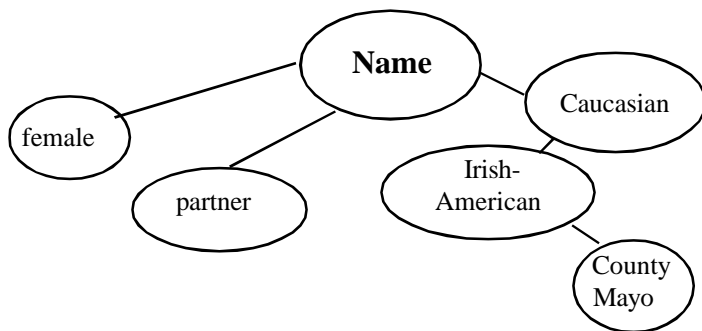
Trainer Preparation

1. Preview the video(s) to be used in the training.
2. Set-up video player and TV monitor. Have tape(s) ready for the day's presentation.
3. On the board or flipchart have the culture matrix drawn. In the center circle have your name placed. Draw four to six subcircles (consult directions below) and have written in at least two characteristics that define your diversity (i.e., male or female, religion, ethnic and/or racial group, etc.)
4. Prepare transparencies and/or handouts on the topics to be discussed in this program. Consult listing of transparencies in the Materials Needed section.
5. Have paper and writing materials available for participants.

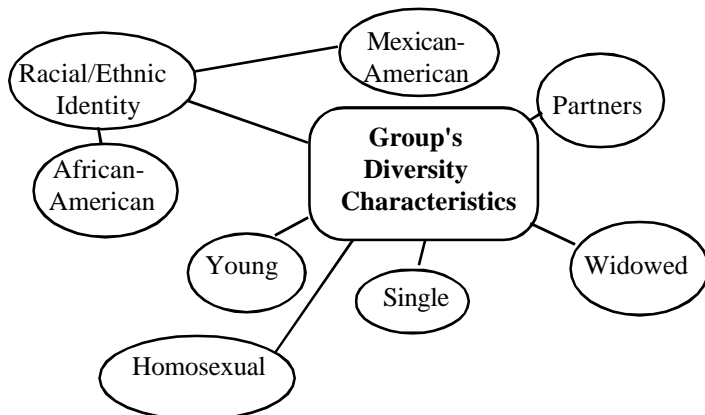
Procedure

1. Welcome the group to the training session and briefly introduce yourself.
 2. Share the objectives for the overall training or the specific training of the day. Review the objectives from the transparency or handout. If you are using just this program refer only to Program One Objectives. If you are using more programs in the series, quickly go through the other objectives, but indicate that you will return to these objectives periodically throughout the training.
- Ask participants the following questions as they relate to the objectives of this training:
 - What is “diversity” as it relates to the work place?
 - What do we mean when we say diversity?

- Return to introducing yourself - this time working towards a more indepth introduction. Turn to the culture matrix. Point to your name, and then talk about the characteristics that define your differences. Begin with the characteristics that you have already written and then add more as you continue your introduction.



- Ask participants to draw their own diversity matrix.
- As the group construct their matrices, draw a new diversity matrix on the board or chart.
- Have participants introduce themselves by giving their name and any other identification (i.e., role in organization) you feel is helpful. Ask them also to name one diversity characteristic, preferably one about which they feel strongly, to their introduction. Add each of these distinctions to the large matrix by including the participant's name in the circle. Instruct the group that they can re-emphasize a difference that has already been given. If this is done, simply add the person's name to a circle.



Introduction:
10 minutes

Drawing Matrix:
Allow 5 minutes

Participant Introduction:
Allow 2-3 minutes per participant



Brainstorming:

5 minutes

7. After the entire group has been introduced ask participants if there are other characteristics that could be added to the group. List these on the board.

Characteristics of Diversity		
Age	Gender	Race
Ethnicity	Religion	Abilities
Education	Language	Geography
Accent	Marital Status	Class

Viewing Time:

17 minutes



8. Begin Program One. If this is a short training, show the video in it's entirety. If this program is being used for a half-day training, it is best to first show the entire video and then to go back and show it in the segments highlighted in the video. There are six segments (i.e., "Introduction," " Diversity?," " Why Now?," "How Diversity Impacts You," " From Equal Employment Opportunity to Diversity," " On the Threshold of Change").

The questions offered below follow the sequence of material presented in the video. If a shorter training is being desired, select questions that relate *specifically* to your organizational needs, or which will support the direction in which your organization wishes to move.

Show the first two sections of the video. Stop the program and ask the questions listed below:

- How does the interpretation of diversity presented in the video differ from the definition that you may have used in the past?

Help individuals see the complexity of the nature of diversity. Allow for them to see that it goes beyond racial and gender differences.

- How do we show respect for individuals who are different from ourselves? How might this

Introduction and Diversity Segments

Introduction:

3 minutes

Question/Answer:

5 minutes

Diversity?:

2 minutes

affirmation of diversity within our organization be strengthened further?

Move the discussion to the point of allowing participants to see that valuing diversity means going beyond the obvious (i.e., affirmative action, EEO laws, and ethnic celebrations). Diversity means allowing for different viewpoints and perceptions, different ways of thinking and processing information, different methods of interaction and different ways of approaching problem solving.

- Does management need to do things differently when managing a diverse workforce?
- In your estimation, what are some of the best ways of managing diversity?

Participants should be able to reach the conclusion that each organization needs to have a plan for managing the diversity within it's work force. Therefore managing diversity can be seen as a strategy that is used by an organization to get the best possible productivity and potential out of it's work force.

9. Show the next two segments (i.e., "Why Now?" and "How Diversity Impacts You") of the program. At the end of these segments discuss the questions that are offered below:

- How can embracing diversity help give our organization a competitive edge?

Help participants articulate that talent, experience, ingenuity, and creativity come from individuals representing all diversified groups. At the same time, client bases are diversified, just as the national and international marketplace is diversified. Therefore, organizations stand a much better chance of being more competitive when their employees represent the composition of their existing and potential markets. Similarly, the more diversity an organization has the more likely it is to be creative and forward looking. Diversified groups bring diversified talents and skills to the work place.

- How is the conflict that arises out of dealing with diversity similar to, as well as different from, conflict that comes out of a monoculture situation?



Question/Answer:
10 minutes

**Why Now? and
How Diversity Impacts You
Segments**

Question/Answer:
15 minutes

**How Diversity Impacts You
Segment:**
2 minutes



Use EEO and Affirmative
Action Transparencies or
Handouts

**From Equal Employment
Opportunity to Diversity
Segment:**
4 minutes

- How might our organization move to a higher plane when dealing with issues that arise out of conflict?

Participants need to first explore the nature of conflict as it exists in the work place. Is conflict destructive or disruptive? Destructive conflict is unproductive and stressful. Whereas, disruptive conflict calls a halt to existing patterns and situations that often need to be challenged, or raises questions that need to be answered. Conflict that arises out of issues of diversity is fundamentally no different than that which comes out of monocultural situation. When conflict arises an organization needs to be committed to finding a solution.

10. Prior to watching the next segment of the video briefly review the nature of EEO and Affirmative Action Laws. Use the transparencies on EEO and Affirmative Action to present an overview of these laws.

Show the video segment and ask the following questions:

- How have EEO and Affirmative Action Laws impacted our organization's hiring practices?
- How can the concept of "treating people differently can mean treating them equally" be strengthened within our organization?
- How does our organization show that it values diversity?
- What does managing diversity mean within our organization? If there is no strategy for managing diversity, how might one be implemented? What would be the value of it's being implemented? Who would benefit from implementation?

The answers to the questions posed above will be different for different organizations. EEO and Affirmative Action Laws have provided the legislation to recruit, train and retain diversity in the work place. Valuing diversity means that an organization takes steps and action, to show that it respects and values the diversity it has in its midst. It also means that it respects and values the diversity of its clients and of the nation as a whole. Managing diversity means that the organization has moved ahead to develop and put into action a plan,

that allows for all employees to be respected and to have their talents utilized to the best of their potential. The end result of such efforts is improved and competitive productivity.

11. Before moving into the final segment of the video, ask participants to brainstorm specific skills that are needed when working with diversity. Write their ideas on the flipchart or board, and compare their responses with the ones that are explored in the video.

Show the video segment and ask the following questions:

- Why do Diversity Training? Who should be a part of it? Who should initiate it within an organization? What would make the training most effective?
- How does a good Diversity Training program make you not only be a better employee, but a better and more prepared individual for society in general.

Allow participants to be creative regarding the definition and parameters of Diversity Training. It is important to help them see that Diversity Training is a continual process that involves education, communication and human relations interaction and skills. They should also discuss how it is a difficult training, because it involves each individual confronting and looking at him/herself. At the same time, it is a constructive training because it results in new communication and interaction skills, and it is an empathic training because it promotes respectful and trusting behavior between people.

- How might Diversity Training be a successful part of an organization's commitment to move ahead in the twenty-first century and be a leader in its field? How might a Diversity Training plan fail within an organization?

Help individuals see that this question is a summary of the material covered in this first program of the series. It implies that not embracing diversity, means not meeting customer needs and that organization that doesn't meet customer needs will not survive.

On the Threshold of Change and Credits Segments:

4 minutes

Question/Answer:

15 minutes



Question/Answer:

15 minutes

Objectives for The *Diversity* Series

Program One: On the Threshold of Change

- **To define the cultural characteristics of diversity.**
- **To present the issue of how individual difference, when managed positively, can strengthen an organization.**
- **To show that in order to embrace diversity individuals must broaden their perspective consciousness by education, exposure and experience.**
- **To discuss the nature of conflict as it relates to diversity.**
- **To define how Equal Employment Opportunity laws and Affirmative Action relate to the concept of diversity.**
- **To discuss how diversity management can enhance the competitive edge of an organization.**
- **To identify the skills that help individuals relate to people who are different from themselves.**

Gender and Sexual Orientation Workplace Issues

The *Diversity Series*

Goals

- To present an overview of gender and sexual orientation issues.
- To provide ways in which individuals and organizations can maximize potential benefits through respecting and working with diversity.

Objectives

- To discuss the range of issues that impact individuals based upon gender and sexual orientation.
- To illustrate how men and women often perceive situations differently, communicate in different ways, and show how these differences impact our work.
- To define and discuss the nature of sexual harassment.
- To prevent sexual harassment in the work place by developing a clear understanding of what sexual harassment is and how it impacts people.
- To explore the responsibility of each employee to help maintain an environment free from harassment, by being aware of behaviors that can offend people and by clearly communicating that offensive behavior must stop.
- To understand the role of a supervisor, manager, or human resource manager in addressing sexual harassment in the work place.
- To analyze how issues regarding diversity are core value clashes.



Program Two

Total Viewing Time:
20 minutes

Video Presented in Four Parts:

- *Introduction to Gender and Sexual Orientation*
- *Scenario: Not My Type*
- *Scenario: One of Our Best People*
- *Maximizing the Benefits of Diversity*



Prep Time:
35 minutes

Training Time:
One to two hours
depending on the
format used

- To make the work place an environment where everyone's contribution is valued as a personal and organizational goal.

Materials Needed

- Program Two of the Diversity Series - Gender and Sexual Orientation: Work Place Issues
- Video player and TV monitor
- Board or flipchart or large newsprint
- Prepared transparencies and/or handouts from the blackline masters (Objectives for Program Two, Equal Employment Opportunity, Affirmative Action and Sexual Harassment)
- Paper and writing materials for participants
- Prepare board or flip chart grids (consult numbers 10, 11 and 12 in the Procedure section)

Trainer Preparation

1. Preview the video to be used in the training.
2. Set-up video player and TV monitor. Have tape ready for the day's presentation.
3. Prepare transparencies and/or handouts from the list outlined in the Materials Needed section.
4. Draw grids for parts 10, 11 and 12 as outlined in Procedure section.
5. Have paper and writing materials available for participants.

Procedure

1. If this training is being used prior to or not in conjunction with the first program in this series, consult the Procedure in Program One for directions on an introduction. Parts 1, 2 and/or 3 can be used for this purpose.

- Share the objectives for Program Two with the participants.
2. Explain that Program Two is about a number of things:
 - Gender
 - Sexual Orientation
 - Sexual Harassment
 - Fear and the Unknown
 - Conflict
 3. Present the Objectives Transparency/Handout that outlines the intent of this training. Talk through each objective.
 4. Prior to watching the video, divide the participants into two groups: males and females. Give each group a large sheet of paper. Ask each group to designate one or two recorders. Instruct the males to put at the top of the paper: “Women are...,” and the women to write, “Men are....” Allow for groups to brainstorm endings to complete the phrases.
 5. Facilitate each group sharing their responses with the other group. Following this sharing bring the groups together, and ask the following question: “How are we able to make these statements about the opposite sex?”

Lead the participants to go beyond the obvious—observation and experience—to talk about hear-say and illustrations about the opposite gender as they are portrayed by the media.

Through the discussion have the group consider:

- Were all descriptions given accurate? If not, which were not?
 - Which statements could be hurtful and destructive?
 - Which descriptions can cause buttons to be pushed?
6. Move the discussion to another level by asking: “What is it that we don’t know about the opposite sex?” Collect people’s observations.

Purpose of Training:

5 minutes

Men/Women are...:

5 - 7 minutes

Discussion:

10 minutes



Part I

Viewing time:

9 minutes

**Complete Statements/
Responses;**

20 minutes



Then ask:

- What is it we don't know about gays and lesbians? What about bisexuals? (If it seems necessary and appropriate, ask participants how they reacted to this question?)
- What *emotions* do we have when we don't know whether people might not be of our own sexual orientation?

7. Show the First Part of the video (i.e. " Introduction," "Gender and Sexual Orientation: Work Place Issues," "Gender Issues: Seeing things Differently," " Sexual Harassment,"" Communication Styles,"" Sexual Orientation: Issues and Fears,"" Conflict: Based on Gender and Sexual Orientation.")
8. Stop video and ask people to write down responses to these two statements:

I am...	Other people are...
<i>truthful</i> <i>ok</i> <i>honest</i> <i>questioning</i>	<i>not to be trusted</i> <i>nice</i> <i>fearful</i>

Go around and ask people to respond to the "I am" statement. Write down responses. Comment on the uniqueness of the group.

Continue the process by quickly going around and asking individuals to respond to "Other people are..." Draw the group's attention to three statements made in this first part of the video:

- "What we do is who we are."
- "Each person with whom we interact is different."
- "Men and women working together have problems."

Ask the group to support or negate these statements based on their responses to "I Am", and "Other People Are."

9. Pass out the handout on Sexual Harassment. After the group reads the sheet go through the following points:

- Sexual harassment generally occurs when there is a disparity of power, not just when men and women work together.
- Sexual harassment does not have to be intentional.
- What is offensive is in the “eye of the beholder.”
- Men can be sexually harassed.
- Men can harass men; women can harass women.
- Harassment does not have to be directed at a particular individual.
- Offenders can be supervisors, co-workers, or non-employees (customers, vendors, suppliers)

With the entire group, or by breaking the participants into smaller groups, have members discuss the following:

- I believe sexual harassment occurs when:
 - List behaviors that could constitute sexual harassment:
 - People who are being harassed may not complain because:
 - I believe that incidents of sexual harassment can be prevented/handled by:
 - My organization’s policy on sexual harassment is:
10. Play Scenario One: “Not My Type.” Stop tape at the end of the scenario and before the consultants' comment. Ask the following question of participants:

Sexual Harassment

Discussion:

20 minutes



Part II

Viewing time:

4 minutes

Discussion time:
20 minutes



“Who loses in this scene and why do they lose?”

Record the group's answers on the grid below.

Workers	Issues Identified by Group	Issues Identified on Video
Phil		<ul style="list-style-type: none"> • Loses relationship with his co-worker. • Loses his job. • Loses a potential friend.
Glen		<ul style="list-style-type: none"> • Loses a valuable co-worker. • Loses a potential friend. • Opportunity to gain information on homosexuality.
Organization		<ul style="list-style-type: none"> • Loses a valuable employee. • Cost of hiring/training a replacement

Collect the group’s responses and write them in on the prepared grid. After all issues have been written up, continue playing the tape and compare the consultants’ responses to those expressed by the group.

11. Play Scenario Two: “One of our Best People.” Stop tape at the end of the scenario and ask "who loses, and why do they lose?"

Workers	Issues Identified by Group	Issues Identified on the Video
Alice		<ul style="list-style-type: none"> • Should have defended her decision to her client. Should have met with Diana to decide on a strategy.
Diana		<ul style="list-style-type: none"> • Finds Norm’s persistence in asking her out offensive. • Clearly, firmly and directly states to Norm that she won’t go out with him.
Norm		<ul style="list-style-type: none"> • Does not accept that no means no; sexual harassment occurs.

12. Play the tape to its conclusion. Ask participants to brainstorm the **Benefits of Diversity**. List the benefits, then ask the group to continue the brainstorm, by stating what they can do to make diversity work in their organization, and what the company can do to ensure that diversity is respected in the workplace. Collect the group's responses.

Diversity	
What are the benefits of diversity?	
What can individuals do to make diversity work?	

13. Summarize this section by comparing the group's observations on what they can do to make diversity work, with those ideas expressed at the end of the video.
- Acknowledge our own stereotypes and prejudices.
 - Be sensitive to the impact we have on our co-workers and customers.
 - Use language (and other tools of communication) that does not:
 - demean
 - exclude
 - offend anyone (men or women, gay or straight)
 - Respect others' dignity, values, beliefs and feelings
 - Maintain an openness to communication
 - Take responsibility to make **everyone** feel welcome

Part IV
 Viewing time:
 4 minutes



Objectives for The *Diversity* Series

Program Two: Gender and Sexual Orientation Workplace Issues

- **To discuss the range of issues that impact individuals based upon gender and sexual orientation.**
- **To illustrate how men and women often perceive situations differently, communicate in different ways, and show how these differences impact our work.**
- **To define and discuss the nature of sexual harassment.**
- **To prevent sexual harassment in the work place by developing a clear understanding of what sexual harassment is and how it impacts people.**
- **To explore the responsibility of each employee to help maintain an environment free from harassment, by being aware of behaviors that can offend people and by clearly communicating that offensive behavior must stop.**
- **To understand the role of a supervisor, manager, or human resource manager in addressing sexual harassment in the work place.**
- **To analyze how issues regarding diversity are core value clashes.**



Race, Ethnicity, Language and Religion: Workplace Issues

The Diversity Series

Program Three

*Total Viewing Time:
20 minutes*

*Video Presented in Five
Parts:*

- *Introduction to Stereotypes, Legal Issues, and Conflict*
- *Language, Religion and Race*
- *Scenario: In the Middle*
- *Scenario: Getting the Spirit*
- *Tools Needed in the Work Environment*

Goal

- To see that the key to respecting others is to engage in open and honest communication.

Objectives

- To define the word "stereotype."
- To determine the ways in which stereotypes set up barriers to communication.
- To gain clarity on the importance of the Equal Employment Opportunity Laws.
- To discuss and provide examples showing that acting respectfully towards others is the key to working towards eliminating the practice of stereotyping.
- To discuss the nature of conflict as it applies to discrimination and stereotyping.
- To show that it is necessary to broaden our perspectives about language, religion, race and ethnicity.
- To practice saying "no" to disrespectful behavior.
- To discuss how an organization's ability to survive in the twenty-first century, depends on its ability to embrace diversity.

Materials Needed

- Program Three of **The Diversity Series** - "Race, Ethnicity, Language and Religion: Work Place Issues"

- Video player and TV monitor
- Board or flipchart or large newsprint
- Prepared transparencies and/or handouts from the blackline masters (Objectives for Program Three and Language Trends)
- Paper and writing materials for participants

Trainer Preparation

1. Preview the video to be used in the training.
2. Set-up video player and TV monitor. Have tape ready for the day's presentation.
3. Prepare transparencies and/or handouts from the list outlined in the Materials Needed section.

Procedure

1. If this training is being used prior to or not in conjunction with the first program in this series, consult the Procedure in Program One for directions on an introduction. Parts 1, 2 and/or 3 can be used for this purpose.
- Share the objectives for Program Three with the participants.
2. Explain that Program Three is about a number of things:
 - Stereotypes
 - Legal Issues that Relate to Discrimination
 - The Nature of Conflict in the Work Place
 - Perceptions about Language, Religion, Ethnicity and Race
 - Ways of Acting Respectfully towards other People
3. Present the Objectives Transparency/Handout that outlines the intent of this training. Talk through each objective.

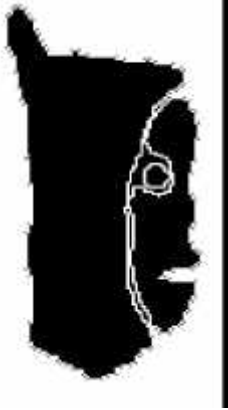
Prep Time:
35 minutes

Training Time:
One to two-and-a-half hours
depending on the format used

Purpose of Training:
5 minutes



Working with Stereotypes:
20 minutes



Discussion:
20 minutes

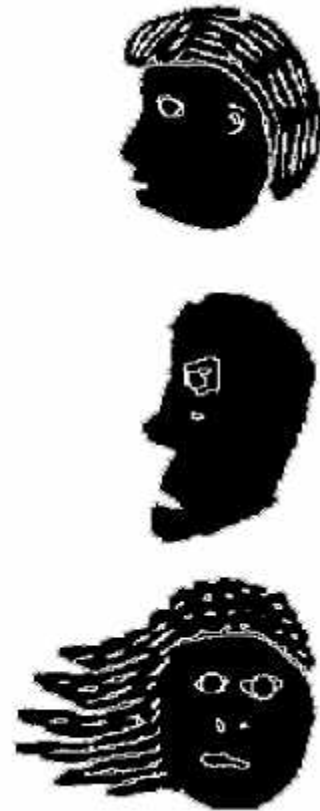
4. Ask participants to select a partner in the group, preferably someone they don't know. Explain the following:
 - Individuals will be relating stories
 - What ever is related between partners should be respected as private information
 - No one needs to say anything they don't want to say
 - When one person is talking, the other can say nothing, only respond by expressions or gestures
 - Select the person who will talk first
 - a. Give all group members a few minutes to silently consider the highlights of their life.
 - b. Tell the group they are going to have three minutes to share their life story. The individual selected will tell his/her story first, this will be followed by the partner telling his/her story. There should be only one person from a group talking at a time.
 - c. Allow the first person of each group to begin. Call time in three minutes. The second person then speaks. Call time in three minutes. Then allow an additional three minutes for people to ask questions of one another.
 - d. Ask individuals to recall a time someone stereotyped them. These would be times when someone misjudged them, made a generalization about them which was not true, or discriminated against them. Allow a few minutes for people to remember the time.
 - e. Instruct the participants that the same rules apply for the sharing of these stories as for the other stories. Have the person who started second in the preceding exercise begin first. Allow three minutes for the exchange of each story and another three minutes for people to talk with one another.
5. Have group members continue to sit together in pairs. Instruct the group that you would like to have a discussion about what just happened, but you don't want to know the specific stories exchanged.

However, allow people to share personal aspects of *their* stories if they wish. Ask the series of questions below.

- What did you learn about yourself in doing this exercise?
- What did you learn about your own culture?
- Facilitate people to see the commonalities and differences in their stories. Record these observations. Relate these observations to the concept of generalities.
- What commonalities do many of us share in our life stories? (*i.e., struggles around growing up, class differences, schooling*)
- What are some of the things that make some of our stories uniquely different from others?
- Does this uniqueness relate to some of the ways in which we are different?
- Move the group to talking about the times they were stereotyped. Ask for one or two words that capture the reason for the stereotyping. Write these out. Indicate how this list of words shows us something about our differences and about diversity. Relate how it is also about making unsubstantiated generalizations about other people.

Stereotypes	
<i>Age</i>	<i>All ...are</i>
<i>Race</i>	<i>Weight</i>
<i>Ethnicity</i>	<i>Disability</i>
<i>Language</i>	<i>Women are...</i>
<i>Union member</i>	<i>Class</i>

6. Watch Part I of the video. This segment of the video contains the following subheadings: "Stereotypes," "The Legal Issues," and "Conflict."
7. Stop video and ask people to offer a definition of stereotyping.



Part I

Viewing time:
6 minutes

Discussion:
20 minutes



Viewing Time:
6 minutes

Discussion:
10 minutes

Ask the group to consider how stereotyping continues all around us. Encourage them to reflect on the beginning exercise. How have they seen the effects of stereotyping in their own lives?

Reintroduce the statement from the opening part of the video that claims that we all stereotype. Ask participants the following questions:

- How can we begin the process of eliminating stereotyping? (*Stereotyping can be lessened when people begin to act respectfully towards other people.*)
 - How do stereotypes set up barriers of communication between people? (*Stereotypes are usually wrong, they are generalizations that say nothing, or more harmfully the wrong thing, about the uniqueness of other people.*)
 - Is there a need for EEO Laws? (*The laws requires that companies embrace diversity and not discriminate in their hiring practices. As long as the practice of stereotyping exists in our society, it will be necessary to have laws to protect the rights of all individuals.*)
 - What is needed in the work place so that we can go beyond EEO Laws? (*Programs, practices and endorsement from upper management that encourage and expect all employees to respect the dignity, worth and differences of all workers.*)
 - How are issues of conflict exacerbated when stereotyping is involved in a problematic situation? (*More than likely the basis upon which the conflict is built is incorrect.*)
8. Play Part II of the video. This segment includes the following subheadings: "A Broader View of Language and Accent," " Religion, Race and Ethnicity."
 9. Show the Language transparency or distribute prepared handouts. Talk about the facts and figures offered. Discuss the following questions:
 - How can we think of people speaking other languages as being a positive advantage for our company or organization?

- How can we show respect for people who speak other languages?

10. Ask participants to quickly write down several things that they believe are common to all religions. Record these points. Move the group to see that there are three aspects about religion that are global:

- Belief in a higher being
- Set of codes, ethics, laws or commandments
- Practices and traditions

Have participants break into smaller groups of three to four people. Have the groups write a statement that would allow for all religious beliefs and practices to be respected in the work place. Ask the groups to list *ways* in which the company and employees can show that they respect religious differences. Have the groups share their statements and actions.

11. Ask the group to consider why prejudice and stereotyping occurs most frequently around issues of race and ethnicity. (Visual differences among people are more obvious than other differences. The more you are like the mainstream, the more likely you are to fit in. People have a fear, as well as ignorance of something they don't know.)

In small groups of three to four people, ask participants to consider the following questions:

- How can we learn about people different from ourselves?
- What responsibility do we have to know about racial and ethnic differences?
- How can we work to eliminate subtle incidents and destructive conflictual situations between the races and ethnic groups?

12. Watch Part III of the Video. This segment includes both the Scenario: "In the Middle" and the Consultants' response to the situation.

Ask participants to complete "I" statements for both Kim and Bob as they might respond to Traci.

Activity and Discussion:
15 minutes



Activity and Discussion:
20 minutes

Part III
Viewing time:
3 minutes

Discussion:
5 minutes

Discussion:
5 minutes

Viewing and Discussion:
10 minutes



Kim: "I'm not Japanese, but I feel insulted when you talk like that."
"I am angry about your ignorance."

Bob: "I want you to stop talking like that."

13. Ask participants to consider how to facilitate having a celebration (e.g., Christmas or Easter) that represents one religious tradition among a diversified workforce. Should such holidays be celebrated? If so, how do you celebrate and still respect other people's religious differences?

14. Show Part IV of the video: "Getting the Spirit." This segment should include the consultants' response.

15. As part of the summary ask participants to list statements that emphasize what they learned through watching the video and through the facilitation process. Collect their ideas, play the final segment of the video, and compare their observations with those expressed in the video.

16. Conclude this portion of the training by reviewing the concluding points of the video. Stress that these should be the goals of organizations as well as personal goals.

- Acknowledge prejudices and stereotypes
- Be sensitive to the impact we have on others
- Use language that does not demean, exclude or offend anyone
- Act towards others from a basis of sincere respect for their dignity and feelings
- Make it a personal responsibility to see that each and every employee is a welcomed, respected and integrated member of the group
- Communicate openly and honestly
- Embrace diversity
- Build relationships with those different from ourselves

Language Trends in the U.S.A.

- **18% of the total population of the United States (almost 1 out of every 5 residents) speak a language other than English at home.**
- **10.5 million US residents speak little or no English.**
- **11% of Americans were born outside the United States.**
- **329 languages are spoken at home in the USA.**
- **There are over 35 million people who identify themselves as *Hispanic* in the US.**
- **Over 1.5 million people speak Chinese at home.**
- **Most common languages (after English) spoken at home are:**

- | | |
|---------------|-----------------------|
| 1. Spanish | 11. Arabic |
| 2. Chinese | 12. Portuguese |
| 3. French | 13. Japanese |
| 4. German | 14. African Languages |
| 5. Tagalog | 15. Greek |
| 6. Vietnamese | 16. Hindi |
| 7. Italian | 17. Persian |
| 8. Korean | 18. Urdu |
| 9. Russian | 19. Gujarati |
| 10. Polish | 20. Serbo-Croatian |

Objectives for The *Diversity* Series

Program Three: Race, Ethnicity, Language and Religion Workplace Issues

- **To define the word "stereotype."**
- **To determine the ways in which stereotypes set up barriers to communication.**
- **To gain clarity on the importance of the Equal Employment Opportunity Laws .**
- **To discuss and provide examples showing that acting respectfully towards others is the key to working towards eliminating the practice of stereotyping.**
- **To discuss the nature of conflict as it applies to discrimination and stereotyping.**
- **To show that it is necessary to broaden our perspectives about language, religion, race and ethnicity.**
- **To practice saying “no” to disrespectful behavior.**
- **To discuss how an organization’s ability to survive in the twenty-first century, depends on it’s ability to embrace diversity.**

Age and Physical Ability Workplace Issues

The Diversity Series

Goal

- To provide a basis to consider the issues, conflicts and ways of relating to people of varying ages and degrees of physical abilities.

Objectives

- To discuss the relationship of credibility to the issues of age and physical abilities.
- To distinguish between the Americans with Disabilities Act (ADA), other EEO Laws and managing diversity.
- To consider the advantages of having older and younger employees work together.
- To consider the advantages that individuals with varying abilities bring to the workplace.
- To discuss the issue of respect and how it relates to physical abilities and age.
- To determine how to deal with prejudices, fears and stereotypes that stem from a narrow perspective on issues that relate to age and physical abilities.

Materials Needed

- Program Four of the Diversity Series - Age and Physical Ability Workplace Issues
- Video player and TV monitor
- Board or flipchart or large newsprint
- Prepared transparencies and/or handouts from the blackline masters (Objectives for Program Four,



Program Four

*Total Viewing Time
18 minutes*

*Video Presented in Five
Parts:*

- *Age and Physical Abilities Issues*
- *Conflicts and Abilities*
- *Scenario: Good News Travels Fast*
- *Scenario: What Did She Say?*
- *Recognizing our Prejudices, Fears and Stereotypes*

Prep Time:
35 minutes



Training Time:
One to two hours
depending on the
format used

Purpose of Training:
5 minutes

Activity:
20 minutes

- and Americans with Disabilities Act)
- Paper and writing materials for participants

Trainer Preparation

1. Preview the video to be used in the training.
2. Set-up video player and TV monitor. Have tape ready for the day's presentation.
3. Prepare transparencies and/or handouts from the list outlined in the Materials Needed section.
4. Create a master grid for #4 in Procedure section.
5. Have paper and writing materials available for participants.

Procedure

1. If this training is being used prior to or not in conjunction with the first program in this series, consult the Procedure in Program One for directions on an introduction. Parts 1, 2 and/or 3 can be used for this purpose.
 - Share the objectives for Program Four with the participants.
2. Explain that Program Four is about the following issues:
 - Age
 - Physical Abilities
 - Conflict
 - Recognizing Prejudices, Fears and Stereotypes
3. Present the Objectives Transparency/Handout that outlines the intent of this training. Talk through each objective.
4. Have participants break into small groups of 3-4 people each. Instruct the groups to brainstorm the

advantages of having younger people, older people and people of varying physical abilities employed by a company.

Advantages		
Younger Worker	Older Worker	Workers of Varying Physical Abilities

Have the first group offer one advantage for each of the three categories. Record their thoughts. Go to the next group asking for additions to the list. Continue the process until all the advantages have been recorded.

5. Show the First Part of the video (i.e., "Introduction," "Age and Physical Abilities: Work Place Issues," "Age and Physical Abilities: The Legal Issues," " Age: The Issues," and "Physical Ability: The Issues").
6. After watching this part of the video ask participants to respond to the statements below:
 - The principal issue facing older and younger workers and employees with disabilities, is credibility.
 - Productive workers in our society should not be tossed aside.
 - People have difficulty relating to individuals who have disabilities, because they worry about themselves.
7. Pass out the handout on the Americans with Disabilities Act (ADA). After allowing time for reading the handout, ask participants to comment on the act. How does the act allow for an organization to manage this aspect of diversity?



Part I

*Viewing time:
8 minutes*

Discussion:
15 minutes

Part II

Viewing Time:
4 minutes

Discussion:
10 minutes

Part III

Viewing Time:
2 minutes

Discussion:
10 minutes

Part IV (First Part)

Viewing time:
1 minutes

Discussion:
10 minutes

Part IV (Second Part)

Part V
Viewing Time:
3 minutes

Summary:
10 minutes

8. Play Part II of the video. This section of the video includes the “Getting Past Age Based Conflicts” and “Focusing on People’s Abilities” segments.
9. Ask each participant to quickly jot down one way that they have of working with or of avoiding conflict. Then ask them to consider if this method would work with people of different ages and different physical abilities. Ask for volunteers to share their ideas.
10. Play Part III. This video segment includes the scenario, “Good News Travels Fast,” and the consultants' response, “What Does this Organization Focus On?”
11. Ask the participants to consider: “Who loses in this situation?” (*Everyone loses in this case. The company has lost a valuable employee. Heather feels discriminated against due to her physical ability and decides to terminate her employment. Her co-workers lose Heather’s experience and expertise.*)
 - What should the company have done in Heather's situation?
12. Play just the scenario of Part IV. Stop prior to hearing from the consultants. Ask participants to respond to the following questions:
 - How are Laura and Shannon working out their age stereotypes?
 - How can they resolve their impasse?
13. After the discussion play the consultants responses and continue on through to the conclusion of the program.
14. Ask the group if issues of respect, elimination of stereotypes and prejudices are any different when dealing with people of different ages and physical abilities. (*The answer is no. We need to be sensitive to our impact on others. That means using language that does not demean, exclude or offend. It is necessary to work from a basis of sincere respect for all people’s dignity and feelings.*)

Objectives for The *Diversity* Series

Program Four: Age and Physical Ability Workplace Issues

- **To discuss the relationship of credibility to the issues of age and physical abilities.**
- **To distinguish between the Americans with Disabilities Act (ADA), other EEO Laws and managing diversity.**
- **To consider the advantages of having older and younger employees work together.**
- **To consider the advantages that individuals with varying abilities bring to the workplace.**
- **To discuss the issue of respect and how it relates to physical abilities and age.**
- **To determine how to deal with prejudices, fears and stereo types that stem from a narrow perspective on issues that relate to age and physical abilities.**

Sexual Harassment

Title VII of the Civil Rights Act of 1964 makes it an unlawful employment practice to discriminate against any individual with respect to terms and conditions of employment because of that person's race, color, religion, sex or national origin. Any conduct in the work place that takes place because of a person's gender is sex discrimination prohibited by Title VII.

The earliest court cases that found sexual harassment to be unlawful sex discrimination in violation of Title VII involved male supervisors who requested sexual favors from female workers. Often, the woman would be discharged or be forced to quit if she did not agree to have sex with the supervisor. A woman who becomes such a target of a male supervisor's advances is a victim of discrimination based on her status as a woman, the courts ruled. The supervisor would not be placing similar job-related demands upon male workers. Courts rejected arguments that women were discharged not because they were women but because they refused to engage in sexual activity.

Jokes, pinups, calendars, graffiti, vulgar statements, abusive language, innuendoes, references to sexual activity, or overt sexual conduct by fellow workers can also be unlawful sex discrimination. Title VII gives employees the right to work in an environment free from intimidation, insult or ridicule based on race, sex, religion or national origin. Sexual harassment that creates a hostile or offensive work environment for members of one sex is every bit the arbitrary barrier to sexual equality in the work place that racial harassment is to racial equality.

The basic point to keep in mind is that any unwanted abusive conduct directed to one gender in the work place can be sexual harassment. The activity does not necessarily have to relate to sexual activity. Title VII forbids treatment in the work place that disadvantages a person only because that person is a man or a woman.

Equal Employment Opportunity (EEO)

Equal employment opportunity is the principle that Congress made law in 1964 by passing the Civil Rights Act. By its terms, the Civil Rights Act of 1964 requires that employers make all employment decisions without regard to any individual's race, color, religion, sex, or national origin, and provides that race, color, and national origin will not be taken into consideration in the granting of the benefits of any federal financial assistance program.

Equal opportunity was not a new concept in 1964. The Civil Rights Acts of 1866 and 1870, which are codified in the United State Code, guaranteed that all persons within the jurisdiction of the United States have the same right as is enjoyed by white citizens in every state and territory to make and enforce contracts, to sue, be parties, and give evidence, and to enjoy the full and equal benefit of all laws and proceedings for the security of persons and property. This protection of the rights of nonwhite people was long in place, but the 1964 Act was intended to make some of those rights more clearly and surely enforceable. The scope, remedies, and procedures to the new law added to those of the old law, and the new law extended benefits to a broader range of employees, protecting them from discrimination on the basis of religion, national origin, and sex as well as race or color.

The Civil Rights Acts are not the only sources of federal rights regarding employment discrimination. Two major statutes relate to age discrimination in employment. A 1967 enactment which was amended in 1978, protects older workers from many types of discriminatory treatment. Age discrimination by employers receiving federal funds was addressed by a separate statute in 1975. Women were granted a large degree of protection from wage discrimination in employment by the passage of a federal statute in 1963, which was supplemented by the sex discrimination provisions of the 1964 Civil Rights Act. Sex discrimination in education was addressed by Congress in 1972. Equal opportunity for persons with disabilities was made the subject of federal law in 1973 and 1992. Employment of disabled veterans and veterans of the Vietnam era was the focus of a 1974 law.

The Immigration Reform and Control Act of 1986 (IRCA) prohibits employment discrimination on the basis of national origin and citizenship status against citizens and certain classes of aliens.

Adapted from: *Topical Law Reports*. Chicago, Illinois; Commerce Clearing House, Inc., 1981, p.305.

Quality Media Resources, Inc., • The Diversity Series Handouts

Affirmative Action

The term “Affirmative Action” means different things to different people, and there is no authoritative definition that can clarify it for all purposes. However, a review of court decisions, executive directives, and agency guidelines does help to limit the term, so that it can be used with some degree of confidence.

When an employer is required to take affirmative action to assure equal employment opportunity without regard to race, color, religion, national origin, age, sex, or disabilities, the employer must do something more than ignore these characteristics. What that “something more” consists of depends largely on the circumstances of the individual employer.

Often, affirmative action means preferences for minorities, women and the disabled. Affirmative action always means some increased recruitment of members of these groups. Affirmative action sometimes means placement of specific individuals into the positions they would have had but for discrimination. What action is taken to make positive improvement in the employment opportunities for protected groups is the question for a court in litigated cases, for an employer in a written affirmative action program, and for an enforcement agency in a compliance review or investigation program.

Adapted from: *Topical Law Reports*. Chicago, Illinois: Commerce Clearing House, Inc., 1981, p.955.

The Americans with Disabilities Act (ADA)

The quickest way to understand how the ADA affects employment practices is to think of it as a law that adds another layer of protection to the Civil Rights Act of 1964. The 1964 Act made it illegal to discriminate against an individual because of that person's "race, color, national origin, sex or religion." The ADA adds "physical or mental disability" to that list.

While the ADA is a relatively new law, many of the "do's and don'ts" typical of race discrimination or sex discrimination still apply.

The ADA is unlike other civil rights laws, however, in one important way. Race, sex, national origin and age must usually be a non-issue when making employment decisions. Consequently, most managers and supervisors do not even want to know about these factors when considering a person for employment. In the case of disabilities, however, supervisors must be comfortable in exploring the possible affect a disability may have on performance of essential job functions. Also, supervisors have a responsibility to determine what appropriate "reasonable accommodations" might be necessary to enable the person with a disability to do the job.

The ADA does not require companies to hire unqualified persons. It does not require organizations to give preferences to persons with disabilities. The ADA is not an affirmative action law. The ADA simply states that a person's disability should not be used against the person when making a hiring decision as long as the candidate can perform the essential functions of the job, even if it may require some reasonable accommodation to enable him or or to perform those functions.

Organizations should hire the most qualified person for a job. If that person has a disability, the fact of that disability should not influence the employment decision.

Adapted from: *ADA Training Manual for Managers and Supervisors: A Guide to Americans with Disabilities Act Compliance*. Chicago: Commerce Clearing House, Inc. 1992

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**Program Four:
Age and
Physical Abilities**