

Welcome to the QMR Training Scenes Library

Volume 2 - Diversity Training Scenes

Introduction:

This volume of the **QMR Training Scenes Library** consists of 6 training dramatizations addressing different workplace diversity issues. Each scenario is followed by a brief discussion by legal, human resources and diversity experts who review key learning points.

Training Methodology:

The **QMR Training Scenes Library** is a flexible resource with a variety of uses:

- ? it can be plugged into comprehensive training programs which you have designed or are presenting
- ? it can be used as part of a refresher course for employees who are already familiar with the training issues being addressed
- ? it can be presented by team leaders or supervisors to help focus a group's discussion of specific behavioral challenges
- ? it can form the basis for regular discussions on a wide range of team issues

The application that best meets your needs will determine how you will use this learning resource.

This guide offers the facilitator a series of questions which can be used to stimulate and focus discussion following the screening of a particular training scene. We recommend that you use the following methodology in most settings:

1. Welcome participants, *introduce* the topic to be addressed and explain why this learning session is taking place.
2. Screen the *video training scene*. Stop before the expert discussion which follows.
3. Distribute the appropriate *handout* and ask participants to respond to the questions, noting down their initial thoughts.
4. Lead a *discussion* by addressing the questions one at a time and asking for feedback from participants. Your Facilitator's Guide has suggested answers for these questions to assist you.
5. Screen the expert discussion to *reinforce the key points* brought out in your discussion.

With your purchase of the **QMR Training Scenes Library**, Quality Media Resources grants you license to make as many copies as your organization needs of this guide and the accompanying handouts.

QMR Training Scenes Library - Volume II

The *Diversity* Series Training Scenes

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3	In the Middle	Racial and ethnic stereotypes; an employee's responsibilities when faced with inappropriate racial comments
4	Getting the Spirit	Sensitivity to employee religious beliefs; religious celebrations at work
5	Good News Travels Fast	Focusing on an employee's abilities instead of their disabilities; stereotypes and assumptions about differently abled employees
6	What Did She Say?	Communicating across age boundaries; learning from those older and younger than ourselves

The scenarios are followed by a series of handouts which present the discussion questions for each of the training scenes.

SCENARIO ONE -- *Not My Type*

What does Phil lose in this scene?

(Phil loses his relationship with his coworker and friend; he loses his job; he loses an opportunity to contribute his special talents and skills to the organization's success; he loses the chance to confront Glen's fears and to look past his stereotypes.)

What does Glen lose in this scene?

(Glen loses a valuable coworker; he loses a friend; he loses an opportunity to learn about something he fears and perhaps overcome those fears.)

What does the organization lose in this scene?

(The organization loses a valuable employee; it loses the cost of hiring and training a replacement; it loses input from someone who brings knowledge of a particular community to the organization.)

What might the organization have done to avoid these losses?

(The organization might have provided training to employees around sexual orientation workplace issues; if it knew about the situation between Phil and Glen, it might have intervened to mediate the dispute; it might have provided conflict resolution options that would have given Phil the feeling that he had choices beyond simply leaving his job.)

What lessons might we learn from this scenario?

(If you are uncomfortable with sexual orientation issues, it is best to clearly communicate your discomfort, but also to be open to discussing how you can maintain an effective working relationship with someone whose sexual orientation is different from your own; organizations need to provide employees with assistance in working through difficult issues where their values or beliefs are in conflict.)

SCENARIO TWO -- *One of Our Best People*

Is this a case of sexual harassment?

(Because Norm is persistent despite clear indications from Diana that she isn't interested in dating him, this situation would constitute sexual harassment.)

How might Alice have handled the situation with the client differently?

(Alice could have spoken with the client and defended her decision to have Diana handle the account; she could have worked with Diana to decide on a strategy - which might have included Norm if Diana felt that was appropriate; she should have taken a team approach to meeting the client's legitimate needs, but not at the expense of discriminating against one of her best employees.)

What should Norm have done differently?

(Norm should have respected Diana's abilities and her contribution to the team; accepted that when a woman colleague says no to a sexual advance - it means no; worked together with his coworkers to advance the interests of the team, not in competition with them to advance his own interests.)

What does the organization lose in this scenario?

(The organization loses the contribution Diana could have made to this account; it faces a possible sexual harassment law suit with the costs associated with defending such a suit; it could lose a valued employee if Diana feels she can no longer work here; it loses the opportunity to build a stronger team to address the concerns and needs of its clients.)

What would you have done if you were Diana?

SCENARIO THREE: *In The Middle*

Is Kim being harassed in this scene?

(Even though offensive behavior is not being directed at Kim, she may still feel harassed by the behavior. The key point is how the behavior makes her feel.)

What should Bob do in this situation?

(If Tracie's comments are inappropriate, Bob has a responsibility to let her know. By letting inappropriate comments go unchallenged, we may imply that we approve of or agree with those comments. He could use non-threatening statements like: "I feel uncomfortable when you say things like that. I would prefer if you not speak about racial groups in that way.")

What should Kim do in this situation?

(Kim has the same responsibility that Bob has to challenge Tracie's behavior. Once again, the use of non-threatening statements that reflect how the behavior makes her feel are most likely to get a positive response from Tracie. For example: "It really upsets me to hear you speak about Japanese people like that. I don't believe it's right to use broad stereotypes about a whole group of people.")

What do you think might be behind Tracie's anger at Japanese people?

(Tracie may feel threatened by job security issues; she may feel that foreigners are responsible for economic problems at home; she may be angry at a particular Japanese person and is generalizing that anger and directing it against all Japanese people; she may be repeating ideas heard from others.)

What is the danger in assigning negative characteristics to a whole race or national group?

(This kind of stereotyping can deprive our organizations of the benefits we can derive from the experiences people from diverse backgrounds bring; in the worst cases, it can lead to dangerous acts - even violence against a particular group of people; when we demonize a group of people we risk opening the door to treating them with less than the human dignity they deserve.)

SCENARIO FOUR: *Getting the Spirit*

Is this Christmas celebration appropriate?

(While celebrations at work can be an important part of an organizations culture, the way this particular Christmas party is being organized seem inappropriate. There clearly appears to be pressure from the supervisor for all team members to participate with no sense that they want this to happen.)

What in the scene indicates that this team may be in trouble?

(No one in this group feels free to state their real feelings about the Christmas party. When Ali indicates his intention to abstain from the celebration, he immediately regrets his decision. This is not a team that has been empowered to make decisions - even at the level of how the group will organize celebrations.)

How might this organization better address religious diversity issues?

(This organization needs to recognize that there is a diverse group of religious beliefs and values among its employees and that any celebrations it holds should respect and benefit from that diversity. Perhaps an "end of year" party would be more appropriate. Or perhaps the committee that determines what the celebration will be should be made up of employees with a variety of religious beliefs.)

What should employees do when presented with a religious or other celebration that makes them uncomfortable?

(The key point here is communications. Each employee must feel free to express their concerns or feelings to the team - and the team leader. A decision on an issue like a religious celebration at work that is made by the organization's leadership without input from and consultation with the employees is asking for trouble. Only once the team members feel safe and free to express their feelings will the organization be able to determine what will be a meaningful celebration for the entire group.)

SCENARIO FIVE: *Good News Travels Fast*

What has the organization lost in this situation?

(It has lost a valued employee; it has lost the expense of hiring and training a replacement; it has lost the benefit of Heather's experience and the additional insights her disability might bring to her work; it could face additional costs should Heather decide to take legal action.)

What has Heather lost in this scenario?

(Heather has lost an opportunity to contribute to an organization which she knows well and which has been a part of her life for many years; she has lost a chance to advance her career because people judged her based on her disability rather than her abilities.)

What should management have done in this situation?

(They should have considered Heather with the same respect they would have applied to any other applicant for the promotion; they should have focused on her abilities; they should have consulted her to see if there was any reason she could not fulfill the essential responsibilities of the new position; they should have asked her what accommodations she might have needed to be able to perform the essential functions of the new position and determined if these were reasonable.)

What might be some reasonable accommodations that could have made it possible for Heather to do the job?

(They might have found ways to reduce the amount of travel needed to do the job effectively; they might have helped Heather identify hotels, restaurants and other facilities in the cities she needed to visit that were accessible and provided services to people in wheelchairs.)

SCENARIO SIX: *What Did She Say?*

What is the basic problem between Shannon and Laura?

(They don't seem able to hear each other.)

How can people from different generations who may have very different values work effectively together?

(They must start from a basis of respect. Once each is willing to accept that their way is not the only or best way, they can begin a discussion about the relative merits of their different approaches. Each side must become aware of their own stereotypes and fears before they will be willing to listen to the other.)

How might Laura and Shannon work through their differences?

(They might need the assistance of a third party to help them past the current impasse. They need to look at their interests, not their positions. They need to acknowledge and paraphrase each other's positions to ensure that they are really hearing each other. They need to look for areas of agreement from which to build a respectful relationship, and then they can begin to tackle the areas where they disagree.)

What are some of the stereotypes younger people might have of older people? What are some of the stereotypes older people might have of younger people?

How can judging people based on their age or other stereotypes get in the way of working effectively with them?

SCENARIO ONE: *Not My Type*

What does Phil lose in this scene?

What does Glen lose in this scene?

What does the organization lose in this scene?

What might the organization have done to avoid these losses?

What lessons might we learn from this scenario?

HANDOUT

SCENARIO TWO: *One of Our Best People*

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How might Alice have handled the situation with the client differently?

What should Norm have done differently?

What does the organization lose in this scenario?

What would you have done if you were Diana?

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What should management have done in this situation?

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