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USA Organization Diversity Facilitation

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# USA Organization Diversity Facilitation

*Introduction*

In this paper Team B will outline a facilitation plan for USA Organization in which a training class for new employee’s electronic communication and phone system is prepared. Team B examines recommendations for a diversity policy statement, provides a list of diversity related concerns that should be addressed, outlines a training class agenda, explores how the current ability levels of the students will be assessed, defines how the varied ability of the students will be accommodated, and what modifications to the training class will need to be made to accommodate ADA guidelines. A companion Microsoft© PowerPoint presentation has also been prepared as part of this detailed report that can be used for a presentation in preparation for a meeting to wider audience of instructional planners, instructional designers, and instructors where this facilitation plan is discussed.

*Diversity Policy Statement*

**Policy Statement**

USA Organization prides itself on being committed as an Equal Opportunity Employer who does not discriminate against any applicant or employee based on race, color, national origin, ethnicity, social background, religious beliefs, gender, gender identity/expression, sexual orientation, marital status, age, mental or physical disability, or veteran status. This organization encourages and supports diversity and multiculturalism throughout its ranks in hopes of creating a work environment comfortable and enjoyable for all employees, its clients, and the public.

**Legal Reference**

The organization’s policy statement is based on the premises of several federal provisions:

* The Equal Pay Act 1975
* The Sex Discrimination Act 1975
* The Race Relations Act 1976
* The Disability Discrimination Act 1995
* The Human Rights Act 1998
* The Sex Discrimination (Gender Reassignment) Regulations 1999
* The Race Relations (Amendment) Act 2000
* The Race Relations (Amendment) Regulations 2003
* The Employment Equality (Sexual Orientation) Regulations 2003
* The Disability Discrimination Act (Amendment) Regulations 2003
* The Employment Equality (Religion and Belief) Regulations 2003
* The Disability Discrimination Act 2005
* The Equality Act 2006
* The Employment Equality (Age) Regulations 2006

**Employee’s Multicultural and Diversity Resources**

Office of Equal Opportunity (EOP)

This office is responsible for making sure that all employees can work in an environment free of discriminatory practices and harassment that will disrupt the cohesive atmosphere of the work environment.

Office of Community and Diversity

In providing leadership, encouragement, and guidance, this office sets out to enhance self-reflection, pluralism, respect, equity, and community building.

Conflict Resolution Panel

The panel consists of 10 individuals who were put into place by the EOP to investigate and aid in the conflict resolution process.

Multicultural Programs

A conglomerate of services and programs are available to all employees to promote success and encourages the use of culturally diverse activities that enhances the appreciation for racial and cultural diversity.

Women Appreciation Council

This council promotes gender equity, helps to change the attitudes about women in positive ways, and provides several forums to enhance women lives socially, spiritually, aesthetically, and intellectually.

Lesbian/Gay/Bisexual/Transgender Life Council (LGBT Life Council)

LGBT Life Council provides one-on-one support to any employee who is Gay, Lesbian, Bisexual, or Transgender. The council also ensures that no employee or client is discriminated against because of his or her sexuality.

Disability Services

Numerous services are available to qualified individuals with disabilities to ensure reasonable accommodations, equal access throughout the workplace, and avenues to address issues of non-compliances.

*Diversity Related Concerns*

The training team for USA Organization delivers a mandatory workshop for all new employees on the use of the organization’s electronic communication and phone system. This section of the mandatory orientation training expects every new employee to demonstrate at least a minimal level of user competence before he or she are provided access codes. The group scheduled for training is made up of a diverse set of employees. It is a priority of the training team to analyze the diversity concerns of this workshop and make any necessary accommodations. The training team has identified the following diversity related concerns:

1. Demographics

* Age
* Gender
* Education

2. Language/Literacy Barriers

* English Language Learners
* Native Language

3. Cultural Barriers

* Nationality
* Culture

In response to the diversity amongst employees the USA Organization has implemented the following strategies for successful trainings:

* Offer needed resources to employees
* Enforce a positive work environment where employees are encouraged to use their talents and skills to contribute to the success of the company.
* Respect others and recognize employee’s contributions.
* Promote creativity and diversity
* Trainers are bilingual to communicate better with all employees
* By following these strategies the USA Organization will promote and conduct a successful training workshop.

*USA Organization Training Agenda*

**Training Agenda**

USA Organization

123 Communication Lane

Norman, Oklahoma

New Employee’s Electronic Communication

And

Phone System Orientation Training

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Start | End |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Monday, September 6, 2010 (USA Organization Training Classroom)*** | | | | | | | | | | | | | | | |
| **8:00 am** | **8:30 am** |  | **Welcome and introduction to training:**  **Introduction:**   * Trainer and Assistant Trainer’s introduction * Because of the size of the class and time constraints, each trainee is allowed 30 seconds for introduction and to give a little background information about himself or herself.   The new employee electronic communication and phone system orientation course is a one-day training course that will prepare all new employees to become proficient in using the company’s electronic communication (e.g., computers) and phone system.  **Objectives:**   1. All participants will demonstrate a minimal level of user competence when using the company’s computer system. 2. All participants will demonstrate a minimal level of user competence when using the company’s phone system. | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **8:30 am** | **9:30 am** |  | **Introduction to Company’s Computer System:**  **10 minutes:** DVD on computer fundamentals  **30 minutes:** PowerPoint presentation of company’s computer system  **20 minutes:** Questions and Answers | | | | | | | | | | | | |
| **9:30 am** | **10:30 am** | **Computer System Practicum:**  **30 minutes:** Each student writes, in his or her own words, the proper use of the computer from what was learned in “Introduction to Company’s Computer System.”  **30 minutes:** Assigned teams communicating on the computer with one another (Trainer and Assistant trainer available for questions). | | | | | | | | | | | | |
| **10:30 am** | **10:45 am** | **Break** | | | | | | | | | | | | |
| **10:45 am** | **11:45 am** | **Computer System Practicum continued:**  In this hour before lunch, students are allowed to collaborate with other trainees. Each learner will send a 50 word message minimum to the instructor and the instructor will reply back. The students will then reply (25 words minimum) a final response to the instructor. | | | | | | | | | | | | |
| **11:45 am** | **1:00 pm** | **Lunch**  *(USA Organization Cafeteria)* | | | | | | | | | | | | |
| **1:00 pm** | **2:00 pm** | **Introduction to Company’s Phone System:**  **10 minutes:** DVD presentation on correct phone uses and etiquette  **30 minutes:** Lecture of company’s phone system fundamentals using:   * + - Whiteboards     - Bulletin board     - Telephone   **20 minutes:** Questions and Answer | | | | | | | | | | | | |
| **2:00 pm** | **3:00 pm** | **Company’s Phone System Practicum**  **30 minutes:** Each trainee, write in their own words, correct usage of company’s  phone system.  **30 minutes:** Assigned teams will communicate on the company’s phone with one another (Trainer and assistant trainer available for questions). | | | | | | | | | | | | |
| **3:00 pm** | **3:15 pm** | **Break** | | | | | | | | | | | | |
| **3:15 pm** | **4:15 pm** | **Company’s Phone System Practicum continued:** | | | | | | | | | | | | | |
| **4:15 pm** | **4:45 pm** | **15 minutes:** Questions and Answers  **15 minutes:** Feedback survey  In this final practicum of the day, trainees will demonstrate the correct usage of the company’s phone system by calling and communication using proper phone usage and etiquette with the trainer or the assistant trainer. After the trainer or assistant trainer has determined the trainee’s competence in both company’s computer and phone system, an access code will be given to the trainee. | | | | | | | | | | | | | |

For future reference, if any employee should have any questions about the correct operational procedure of the company’s computer or phone system, please visit: [www.usaorganization.org/electronic20%/communication/20%\_htm](http://www.usaorganization.org/electronic20%25/communication/20%25_htm) or call the communication department @ 123-4567 ext. 8910

*Ability Level Assessment*

In the USA Organization academic training environment, how the students will be assessed will be as important as what will be assessed. The student’s assessments will not only focus on ensuring the “right” answers was achieved but also whether there was an understanding of how the students would have arrived at the answer differently. Effective assessment, from a learning perspective, will incrementally build on the learners’ meaning making by providing ongoing formative feedback. Learners will be encouraged to integrate feedback either in a revision of the same task, or in a subsequent task designed as a stepping-stone to the next level of complexity.

The USA Organization training team will assess the current ability levels of all new employees with a survey and review quiz related to the company’s electronic communication and phone system. To accommodate a differentiated classroom the student differences will be studied as a basis for current and future planning. Assessment will be ongoing and diagnostic. The survey and quiz will be conducted at the end of the training. The trainers will review all of the surveys and grade quizzes. Each employee is required to demonstrate at least a minimal level of user competence before the students are provided access codes.

*Ability Level Accommodations*

The trainee’s participating in the mandatory training required by USA Organization is a diverse and multicultural group. The ability levels of the group are different and will require strategies conducive for effective learning to be achieved. Accommodating the group’s varied ability levels can be an arduous undertaking if the facilitator fails to assess his or her student’s ability levels before the start of class. Review of learners past records of learning and performance can help a facilitator determined the student’s ability level. The ability assessment is the first step in helping a facilitator to understand how to plan and strategize his or her lesson plan to accommodate effective learning for intended instruction.

Twenty-seven trainees will participate in this mandatory training class composed of 16 female and 11 male. All range in age from 18 to 66 and their educational background ranges from not completing high school to some possessing master degrees. Three are English language learners, one hearing impaired, and another is confined to a wheelchair. This particular group of trainees can benefit from the constructs of differentiated instructions. The differentiated strategy allows the facilitator much more flexibility and chances at engaging adult learners in ways that allows learners to assess and demonstrate his or her learning.

Sasson, 2010 contends that if students are not learning what is intended, and then the facilitator needs to ask him or her why this is happening. With differentiated instruction, the facilitator can, at this point, look for reasons students are not learning. Is it because the students feel overwhelmed by the volume of work? Is it because some students do not understand English very well or because of illiteracy? Is it because some student did not understand instructions because of a hearing impairment? Many reasons exist that may affect effective learning in this group of adult students, but it takes a flexible and vigilant facilitator to assess the aforementioned questions.

Mulligan, 2005 suggest that the training materials in differentiated instruction should consist of a repertoire of teaching strategies that will engage multiple levels of intelligences and learning styles. Assignments should involve students in various activities that allow them to use their linguistics, body kinesthetic, rhythmic, interpersonal, naturalist, logical, visual, and intrapersonal skills. Some examples of the differentiated training materials and delivery used for USA Organization training are: current technology (computers, telephones, DVD’s, PowerPoint presentation, team collaborative, and class lecture). The company has provided a safe, comfortable, and welcoming learning environment in the company’s training classroom. Because the training is limited to one day, a training agenda is provided to each trainee to curtail going over the time limit for each section of training. The curriculum devised for this training address each objective set forth for this mandatory training session. The assessment strategies used in this training consist of a short essay in the trainee’s own words about how to properly operate the company’s computer and phone system, hands-on computer messaging, inquiry, and a survey at the end of the training day.

*ADA Accommodations*

It is estimated that 48.9 million people, or 19.4% of the non-institutionalized civilians in the United States, have a disability” according to the President’s Committee on Employment of People with Disabilities. With almost one in five people affected by a disability it is not surprising that a few years ago Congress passed the Americans with Disabilities Act (ADA). This act was signed into law in 1990, and “prohibits discrimination on the basis of disability in employment, programs and services provided by state and local governments, goods and services provided by private companies, and in commercial facilities.” According to the United States Justice Department, the ADA also applies to the cyberspace “world.” When members of the public who have a disability attempt to access a website, they are therefore entitled to equal access, as are any other members of the public. In an opinion letter dated September 9, 1996, The U.S. Department of Justice stated that:

“Covered entities under the ADA are required to provide effective communication, regardless of whether they generally communicate through print media, audio media, or computerized media such as the Internet. Covered entities that use the Internet for communications regarding their programs, goods, or services must be prepared to offer those communications through accessible means as well. (Waddell, 1998)”

The American Disabilities Act (ADA) must be honored in the USA Organization training class. A wide diversity in students will be attending the training class. Diversity considerations must account for the wide range difference in age (16 to 66), variances in languages and cultures (Central America and English), and various disabilities (hearing impaired and physical impaired). The ADA guidelines and standards found in the references section of this paper can be used to obtain specific details that must be considered to plan for the training class. The following guidelines and standards will be adopted for the training class:

1. The instructional design for the training class will adhere to ADA standards for accessibility.
2. All training materials, which are to be distributed, will be ADA compliant and will make adequate use of video aides to assist with the hearing impaired.
3. All classroom desks and classroom tables must be ADA compliant.
4. The classroom will be equipped with an adequate speaker system to accommodate the hearing impaired students. Hearing impaired headsets will also be available to the students. The instructor must use facial expressions, gestures, and other body language to convey the appropriate messages to the hearing impaired students.
5. All computers will be configured and setup per ADA guidelines. Computer screen sizes, screen resolutions, colors, and font sizes will all be configured per ADA accessibility guidelines. All computers will be equipped with ergonomic keyboards, mice, wrist pads, and food rests.

Physical access to the building and classroom must be considered for students confined to a wheelchair. If the classroom is not on the first floor an elevator must be provided for the students. Other considerations for the building include: building signage, ramps, and adequate parking spaces for those with disabilities, alarms with visible signals, accessible public telephones, the height of water fountains and bathroom fixtures, the width of doorways, accessible restroom facilities, the speed and timing of an automatic door, and the type of doorknob.

*Conclusion*

This paper outlined a facilitation plan for USA Organization in which training for new employee’s electronic communication and phone system is implemented. The USA Organization, through their diversity policy, encourages and supports diversity and multiculturalism throughout its ranks in hopes of creating a training environment, which is comfortable and enjoyable for all new who will be attending the training class. A wide diversity of students will be attending the class. The diversity of the students included difference in age (16 to 66), variances in languages and cultures (Central America and English), and various disabilities (hearing impaired and physical impaired). Because a wide diversity in students will be attending the training class and a varied ability of the students must be accommodated diversity considerations were accounted for in the preparation of the training agenda. A summary of the diversity related concerns that considered the student’s demographics, language barriers, literacy barriers, and cultural barriers that will be addressed in the training class was also provided in the facilitation plan. Also considered during the development of facilitation plan a diverse training environment was designed and a number of modifications were made to ensure that the American Disabilities Act (ADA) was honored in the USA Organization training class. It was determined that the ability levels of the group will be different and will require strategies, which are conducive for effective learning to be achieved. To help a facilitator determine the student’s ability level a review of learners past records of learning and performance will be completed before the training class starts. The USA Organization training team will assess the current ability levels of their employees with a survey and review quiz related to the company’s electronic communication and phone system. Trainers will review the results of the surveys and grade quizzes. This survey and quiz will be conducted at the end of the training and will be used to modify and enhance the class for future USA Organization employees who attend the training class. All USA Organization employees will be required to demonstrate at least a minimal level of user competence before access codes are provided to the employees. USA Organization is committed to providing it employees a superior training class and training environment regardless of the diversity of their employees.

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