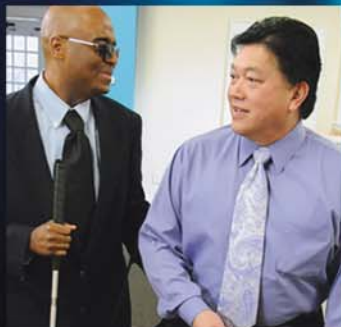


UNDERSTANDING THE NEW ADA SAMPLE



LEADER'S GUIDE

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INTRODUCTION

About This Program

There is no doubt that the reach of ADA coverage has been widely expanded with the new ADAAA, and consequently legal exposure for employers has been broadened. Making sure your managers and supervisors are informed and trained on complying with this law has never been more important. *Understanding the New ADA* will ensure increased understanding and compliance in your organization. A wide variety of work environments are featured in this program to demonstrate disabled Americans working productively with the help of reasonable accommodations.

This Leader's Guide is designed to help you conduct a thorough training session on the ADA and the ADAAA. It offers ideas on how to use this program in different ways, giving your organization flexibility to determine which training format is best for its specific needs. The program is 16 minutes long. On the DVD, there is an option to show the program in scenes. On the DVD, a quiz is available on-screen and in this Leaders Guide, a Pre-Test/Post-Test is available.

Training Points have been created on the DVD format of this program to provide visual aids when sharing important training material, or reviewing content of the program. Video links are included to provide visual reinforcement of some of the Training Points.

A PowerPoint® presentation, identical to the Training Points content of this program, has been included in both formats for your use. The customizable version is available for you to add specific information for your company. Tips for customizing this presentation are included at the end of this guide. As an alternative, the slide information may be printed or transferred to transparency sheets or a flipchart when used in conjunction with the program.

Illustrated handbooks are also available for use with this program. These handbooks may be given to participants as a helpful note-taking and reference tool. A quiz is available at the end of the handbook.

We recommend that you tailor the program to your organization's needs by including specific information unique to your employees. The specifics of how you facilitate the program are up to you.

Training Materials

There are a few things you'll need for an effective training session:

- A training room located away from major distractions or interruptions
- A comfortable arrangement of chairs and tables, preferably in a circular pattern, with an opening for a TV monitor and other visual aids (Be certain all participants can see the TV monitor and other visual aids.)
- Adequate lighting that can be adjusted while viewing the program
- A location, possibly including a podium and/or a flip chart, from which the trainer/speaker can lead discussion
- The training program *Understanding the New ADA*
- TV and VCR or DVD player/computer with projector and remote
- Copies of the class agenda
- A copy of the handbook, paper and pencil for each participant
- A flip chart or dry-erase board and appropriate markers
- A computer with PowerPoint® software and the PowerPoint® Presentation
- Copies of any worksheets and handouts you plan to use, and the Post-Test and Evaluation.

Preparation

Preparation is the key to effective training. Do these things prior to the session:

Establish Training Objectives

Determine the training objectives in advance so that you can identify the approach to take for the training session. It is also important to decide what level of understanding is expected from participants upon completion of the training.

Suggested training objectives for this presentation are:

- Define disability and explain how a determination of disability is made.
- Define reasonable accommodation and explain how an accommodation is made.
- Describe the steps of compliance with the ADA and the ADAAA during the hiring process.
- Identify ways the ADAAA will impact your management responsibilities.

Feel free to edit the training objectives to meet the particular needs of your organization. Training objectives should reflect the content of the program.

Determine the Audience

Another aspect to consider in planning this training session is the audience. Tailor your presentation to the skills or experience of the participants. The focus of your discussion and the depth of content presented may vary, depending on whether you are providing an orientation for new employees or a refresher course for all employees.

The ideal group size should range between 10 and 20 people. Most of the exercises in this program require that the group break into smaller groups to increase participation. When the group is too large, individual attention may be lost.



Agenda

1-Hour Session Agenda

Introduction	5 minutes
Program & Discussion	30 minutes
Exercise 1	20 minutes
Session Summary	5 minutes

2-Hour Session Agenda

Introduction	5 minutes
Program & Discussion	30 minutes
Exercise 1	30 minutes
Exercise 2	15 minutes
Exercise 3, 4 or 5	30 minutes
Session Summary	10 minutes

SAMPLE

Invite Participants

Send out letters or memos to participants or post a notice two weeks in advance of the training date. State the location, date and time, and meeting agenda. Administer the Pre-Test in advance.



Sample Invitation

Date: (Insert date)
To: All Employees
From: Leonard Doomsbury, Human Resources Manager
Re: *Understanding the New ADA* Training Session

The ADA Amendments Act (ADAAA) was signed into law in 2008, clarifying and significantly expanding the Americans with Disabilities Act (ADA). As a result, many more people will fall under the coverage of this important law. This is good news to many people but it raises some concerns for supervisors and managers.

Please make plans to attend a new program covering the fundamentals of the original ADA and explaining the changes that are now in effect because of the new Act. Plan to be at the training session on (insert date), at (insert time). We will be meeting in the main conference room for a one-hour session. If you are unable to attend, please contact me as soon as possible.

Agenda:

Introduction	2:00 - 2:05
Program & Discussion	2:05 - 2:25
Exercise	2:25 - 2:55
Session Summary	2:55 - 3:00

Please mark your calendar so you can attend this very important training session.

Thanks!

Presentation Tips

Overcoming anxiety

The best way to overcome anxiety about speaking before a group is to be prepared. Although it is natural to be nervous, your sweaty palms will disappear once you focus on what you are saying. Concentrate on communicating your message and your presentation will flow naturally.

Choosing your vocabulary

It's best to use the same comfortable language that you would use when speaking one-on-one. Avoid jargon and overly complicated words or phrases.

Getting rid of the “umms”

One of the most annoying mistakes a speaker makes is saying “umm” every time there is a break between thoughts. Remain silent while you think about what you're going to say next. The silence will seem longer to you than it will to the audience. If you remember this, you'll feel less pressure to fill the silence. You can control your “umms” by jotting down notes beforehand. If you want to include personal anecdotes or examples, write down a few notes to trigger your memory. Beware of writing down too much, however. You'll deliver your message to your note cards instead of your audience.

Controlling the speed and tone of your voice

You'll put your audience to sleep if you speak too slowly, and they won't be able to keep up with the content if you speak too quickly. Approximately 150 words per minute is the best speed (that's about two-thirds of a page, typed, double-spaced). Vary your tone often, especially when making an important point. Adding emotion to your presentation will keep your audience involved. Again, strive for a conversational tone.

Sticking to the schedule

Begin class on time, and restart the session promptly at the end of the break. Except for emergencies, participants should not be interrupted for messages.

Asking for questions

Ask for questions throughout the session. Be prepared to answer all types of questions, but don't be worried you don't know every answer. You can simply say, “Let me find out and get back to you.” Keep in mind many questions are best answered through discussion. An appropriate response might be, “Good question. Let's hear some discussion on that one.” Watch the clock, though. Too many unplanned discussions can eat up your time.

TRAINING SESSION OVERVIEW

Giving the Pre-Test

It is recommended that you give the Pre-Test prior to the training session. That way, you will have an opportunity before the session begins to review participants' answers and get an idea of what they already know. Otherwise, administer the Pre-Test at the start of the session so you can review participants' responses during the break.

Presentation Outline

Introduce yourself and the training session. Welcome participants and offer a brief explanation of how the session will be beneficial to both participants and the organization. The program features a knowledgeable host guiding the viewer through detailed explanations of changes now required by the ADA Amendments Act. Participants are provided with answers to the following:

- Who is covered under the new ADAAA?
- How has the definition of “disability” been clarified?
- What are “major life activities”?
- How are the needed “reasonable accommodations” determined?
- How should disabilities be handled during job interviews?
- What are “essential functions” in a job description?

Have participants introduce themselves and state the department or area in which they work. Use an “ice breaker” to relax the class.

Use Slide 2 to introduce the objectives of the training session:

- Define disability and explain how a determination of disability is made.
- Define reasonable accommodation and explain how an accommodation is made.
- Describe the steps of compliance with the ADA and the ADAAA during the hiring process.
- Identify ways the ADAAA will impact your management responsibilities.

Be sure participants understand what you expect them to learn and what skills they need to display as a result of this training. Knowing what is expected in advance better prepares the employees and helps them to participate successfully.

Start the program. To avoid unpleasant surprises, it's a good idea to pre-set the volume of your monitor before the training session begins.

DISCUSSION GUIDE

The four chapters in this program help facilitate discussion. This guide is broken down with a summary of each portion of the program, offering discussion questions for each. The handbook is also a valuable tool for participants to use during the discussion and exercises, and to take back to their workplaces as a handy resource following the program.

What is Considered a Disability?

During this first segment of the program participants are introduced to the significant changes accomplished by the signing of the Americans with Disabilities Amendments Act. The purposes of the ADA and the ADAAA are shared. The scope of the Acts is presented, and further qualifying circumstances are reviewed. Begin the discussion with the on-screen question:

- What types of disability have you encountered at work?

It is helpful early in this program to review the realities of disabilities at work:

- Everyone knows someone with a disability. It is the largest minority group.
- Each of us has a 20% chance of becoming disabled, and a 50% chance of having a family member with a disability.
- When disabilities are apparent, it can be difficult not to focus on them.
- The disability is only one facet of the individual.
- Anyone can become disabled. 70% of disabilities occur after birth.
- It can be difficult to fully understand how a person's disability impacts their life.
- There are 54 million Americans with disabilities, a full 20% of the population.
- Almost half of these disabilities are severe.
- 72% of people with disabilities want to be employed.
- Americans with disabilities offer the lowest turnover rate of all minority groups.
- 77% of Americans with disabilities do not receive public assistance.

Continue the discussion by asking:


- How does this new definition redefine what you consider to be a disability?

Use slides 4 and 5 to review the broadened list of major life activities and functions. Use slide 6 to review how to determine if an impairment qualifies as a disability under the Acts.

Reasonable Accommodations

Because of the greatly expanded definition of disability under the ADA Amendments Act, employers need to be much more aware of the accommodations they should be prepared to make in order to provide equal employment opportunities to everyone. During this scene, participants examine reasonable accommodations and how to determine the best accommodation for any given situation. At the end of the scene, a multiple choice question is offered for discussion. Once participants have arrived at consensus, select their response. If correct, their choice will be affirmed. If incorrect, remediation is provided. Continue the discussion by asking:

- What types of assistive technologies have you seen used at work?
- Are there areas within your realm of responsibility where you feel an assistive or modified technology would help an employee be more productive? Describe it.



Handout 1: *Assistive Technologies* is provided as a resource of possible accommodations for further discussion. Exercise 1 offers opportunities to consider accommodations for specific scenarios.

The Hiring Process

The hiring process provides an opportunity to ensure an equal opportunity for each candidate, beginning with the job description, and following through to choosing the best candidate for the job. This scene provides tips on how to ensure a compliant process takes place. At the end of the scene a toggle question is offered for discussion. Once participants have arrived at consensus of “yes” or “no” for each, select their response. If correct, their response will be affirmed. If incorrect, remediation is provided. Ask participants:

- How current are your job descriptions?
- Have you undergone a process to identify essential and non-essential functions in the positions you supervise? Please share what you learned.
- Where could you conduct interviews accessible to any applicant?



Exercise 2: *Is It Essential?* and Exercise 3: *What Can I Ask?* provide an opportunity to practice preparing for the hiring process.

What Should You Do Now?

This final scene summarizes the impact of this new legislation on your organization. The chapter ends with the question “What steps will you take to ensure compliance with the ADA and the ADAAA? Continue the discussion by asking participants:

- How do the changes enacted by the new Americans with Disabilities Amendment Act benefit you?
- What concerns do you have?

EXERCISES

The following exercises are provided for use during or after the discussion. Refer to the agenda to determine which exercises you have scheduled in your training session. Make sure you stick to the time schedule for each exercise to avoid running out of time at the end of the training session.

Exercise 1: Is It Reasonable?

Time: 20-45 minutes, depending on the number of situations discussed.

Materials: A copy of Handout 1: *Assistive Technologies* and Worksheet 1: *What Can We Do?* for each participant.

Purpose: To provide participants an opportunity to discuss the many reasonable accommodations and assistive technologies available.

Instructions: Review the contents of Handout 1, and then divide participants into smaller discussion groups. Divide the scenarios out amongst the groups according to how much time you have, and ask the groups to identify several accommodations that could be offered to the employee in question. As a debrief, play the role of the employee, and ask the group to share their ideas with you. Work towards demonstrating a collaborative discussion with each group, and identifying a solution for each employee.

Exercise 2: Is It Essential?

Time: 15 minutes

Materials: A copy of Handout 2: *It's Part of the Job* for each participant.

Purpose: To provide participants an opportunity to understand and identify essential and non-essential tasks in a job description.

Instructions: Gather a sampling of job descriptions from your organization, or use the examples provided in Handout 2. Make enough copies for the groups of participants. Using slide 10, review the following:

Work with your Human Resources department and your manager in determining what is essential in any job. Ask yourself the following questions:

- Does the position exist to perform the function?
- How much expertise or what skill level is required to perform the function?
- How much time is spent performing the function?
- What are the consequences of the function not being performed?
- How many employees are available to perform the function, or to whom the function could be divided amongst?

Divide participants in groups, and ask them to work together in identifying the essential and non-essential functions in the job description. Discuss each job description as a larger training group.



Exercise 3: What Can I Ask?

Time: 30 minutes

Materials: A copy of Handout 2: *It's Part of the Job* and Handout 3: *The Right Questions* for each participant.

Purpose: To provide participants an opportunity to develop questions that will assess any applicant's ability to do the job.

Instructions: Gather a sampling of job descriptions from your organization, or use the examples provided in Handout 2. Make enough copies for the groups of participants. Using slides 11 and 12, discuss how to create questions for a legal interview. Divide participants in groups, and ask them to work together to develop a list of questions they would ask any applicant for the job. Discuss the questions as a larger training group.

Exercise 4: Working with People with Disabilities

Time: 30 minutes

Materials: Handout 4: *What Should You Do?* for each participant

Purpose: To practice providing assistance to people with varying abilities.

Instructions: Often we don't know how to act around a person with an obvious, visible disability. This exercise is designed to provide participants with an opportunity to practice responsive behaviors. Provide participants a copy of Handout 4 and review the guidelines. Divide participants into small groups, and ask for 2 volunteers from each group. One person will assume the role of having the given disability; the other will assist this person. The remaining members of the group will observe the interaction and note any actions they feel were particularly helpful or unhelpful.

1. A person in a wheelchair approaches a doorway. What do you do?
2. A blind man approaches a locked door. What do you do?
3. A deaf woman is participating in a meeting. How do you make sure she is included in discussions?
4. A cognitively impaired co-worker needs some assistance. How do you help?
5. A person with a speech impediment is placed on a team project. How do you interact and encourage a complete exchange of ideas?

Exercise 5: If You Were in My Shoes

Time: 30 minutes

Materials: Copies of Handout 4: *What Should You Do?* and Handout 5: *If You Were in My Shoes* for each participant.

Purpose: To provide participants an opportunity to consider the perspective of a disabled person, and how best to include this person into a respectful workplace.

Instructions: The three scenarios in this exercise are provided as filmed segments in the Bonus Scenes of the DVD. If you prefer to facilitate a role play, solicit volunteers to play the roles in these scenarios. Provide the "actors" with Handout 5. Facilitate a discussion following the scenario using the questions provided.

Role Play 1: I'm Not a Kid

MRS. GREEN takes hold of visitor's wheelchair, and begins moving him down the hall.

MR. HARRIS: Madam, I'm fine!

MRS. GREEN: (SWINGING HIM AROUND AND MOVING IN BACKWARDS) Don't worry I've done this before. See, no problem! (SHE DEPOSITS HIS CHAIR IN THE MIDDLE OF RECEPTION, FACING THE COUNTER.) There you are!

MR. HARRIS: I'm not some kid in a stroller!

MRS. GREEN: (SHOCKED BY HIS TONE) Of course you're not. Most kids have better manners.

MR. HARRIS: (CALLING FROM BEHIND HER) You should ask if I need help before you just grab hold and shove!

WENDY: You'll get taken care of ... everyone here gets treated exactly the same.

MR. HARRIS: That's the problem.

WENDY: What do you mean?

MR. HARRIS: You try getting around in a wheelchair. In fact, just try getting around this building.

WENDY: We have a ramp!

MR. HARRIS: That might have been very helpful-- if the door hadn't been locked!

Ask participants:

- What went wrong here?
- What could Mrs. Green, the woman pushing the chair, have done differently in her interactions with Mr. Harris?
- What could Wendy, the woman at the reception desk, have done differently in her interactions with Mr. Harris?
- What are the appropriate actions to offer a person using a wheelchair? (Handout 4 provides guidelines.)

Role Play 2: Do Something

ABBY and DANESHA, who are in their early- or mid-20's, are walking through a parking lot. ABBY spots JARED, also in his 20's, getting out of his car a few spaces away. He goes to the trunk to get some stuff out. Abby lowers her voice some, thinking Jared can't hear her, but he can.

ABBY: (gossiping) You know why Jared was gone for a month last year?

DANESHA: Un-uh.

ABBY: He was put in an institution.

DANESHA: (louder because of her surprise and indignation that she's been working with him and didn't know about his "condition") You mean he's crazy?

ABBY: They say he's "bipolar" or got some multiple personalities or something. He's gotta take his pills every day or he'll lose it.

DANESHA: Well, is he fixed? Cause I got to work with him all next week.

ABBY: Who knows? I mean maybe you'll get the work done faster with a bunch of personalities. Oh he's like woman in that movie, the one you know with all the personalities. Oh...Sybil.

DANESHA: Yes....God you're so bad.

JARED: (bitter) What do you want me to say? They're jerks. They treat me like a monster. (beat) People talk about me behind my back everyday. (as if to his co-workers)

I have a chemical imbalance; I'm not deaf, idiots. Some days it just doesn't seem worth it. (defensive now) I didn't choose to be like this. I'd give anything to fit in – you know, just be like everybody else.

Ask participants:

- What went wrong here?
- What could Abby and Danesha have done differently?
- As a manager, what can you do to improve Jared's working environment?

Role Play 3: Help Me Please

Two clerks are arguing over who will help the next customer, FRANKLIN. This customer is a bit disheveled, and walks with a limp. Later in the scene a friend of FRANKLIN's, PATSY, offers consolation.

CLERK 1: (to Clerk 2 under his breath) It's your turn.

Clerk 1 starts to act like he's busy, so Franklin walks toward

CLERK 2: We don't know whether he can hear them or not.

CLERK 2: (aside to Clerk 1) You owe me for this one. (to Franklin, a little too friendly, kind of condescending) Why hello there sir, what can we do for you today?

FRANKLIN: (slurring so it's hard to understand him) I want to take care of my water bill.

CLERK 2: (A little grossed out) I'm sorry, can you say that again please?

We see CLERK 1 smirk a "better-you-than-me" smirk. Franklin acts as if nothing is happening (we have a hard time believing he doesn't know what's going on). Franklin patiently tries again to speak very carefully and slowly.

FRANKLIN: I... want... to... take... care... of... my... water... bill.

CLERK 2: (ever-so-nice) Oh, we can do that, sir. Let me just pull up your account.

Just then PATSY, another customer, walks in and sees Franklin. Patsy goes up to him and touches his arm with care and compassion.

PATSY: Well, hi, stranger. How you been? (she quiets a little for privacy)

FRANKLIN: Oh, Good!

PATSY: Annie says you're doing much better after your surgery.

FRANKLIN: Mmm-hmm.

PATSY: Yea? I know I always say this. But we are praying so hard that they find the driver that hit you. I just can't believe it.

At issue here is the clerks' perception, and how their level of respect and service are impacted by what they perceive. One of the provisions of the ADA is that a disabled person may not be discriminated against because of a person's beliefs, prejudices, ignorance or fear. The Act also provides that a person is not necessarily disabled if they are perceived to have a disability.

Ask participants:

- What do you think? Would you consider Franklin's condition a disability?
- What would make Franklin disabled?
- What would keep Franklin from being disabled under the ADA?

SESSION SUMMARY

Summarize

One summarizing technique is to review the course objectives with the class. Another technique is to ask each participant to summarize what was learned from the training session. Ask the participants if they have any final questions.

Administer the Post-Test

Before the program, decide which tool to use for assessment. On the DVD, an on-screen quiz is available. A Pre-Test/Post-Test has been included in this Leader's Guide. The handbook includes an easy-to-score quiz. These assessments are excellent tools for determining how much each participant learned during the session.

SAMPLE



PRE-TEST/POST-TEST ANSWER KEY

1. Who is covered under the new ADA?

More people than ever before! A person is considered disabled when a physical or mental impairment substantially limits one or more major life activities.

2. How has the definition of “disability” been clarified by the ADA?

The scope of major life activities has been broadened and includes major bodily functions as well.

3. What are “major life activities”?

- *Caring for oneself*
- *Performing manual tasks*
- *Seeing, hearing and breathing*
- *Eating and sleeping*
- *Walking and standing*
- *Working, lifting and bending*
- *Speaking, learning and reading*
- *Concentrating, thinking and communicating.*

4. How are the needed “reasonable accommodations” determined?

The manager, the employee and a representative from Human Resources should solicit input and have an open discussion about the accommodations needed for the disabled employee to successfully meet the essential functions of the job.

5. How should disabilities be handled during job interviews?

A manager should be prepared to accommodate a disability during the interview. In advance, questions to ask every applicant based on the essential functions in the job description should have been developed.

6. What are “essential functions” in a job description?

Essential functions are those primary responsibilities for which the job exists.

Evaluation

Distribute evaluation forms to participants when they have finished answering the questions on the Post-Test. When each participant returns the evaluation forms, thank them for attending and contributing to the session.

HANDOUTS

Handout 1: Assistive Technologies

An assistive technology is any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized that is used to increase, maintain or improve functional capabilities of individuals with disabilities. The following is a sampling of assistive technologies:

Assistive Technologies for the Visually Impaired

- Braille
- Modified Web browsers
- Optical Character Readers (OCR's)
- Screen readers and magnifiers
- Speech recognition technology

Assistive Technologies for the Hearing Impaired

- Assistive listening devices
- Communication Access Real-time Translation (CART)
- Real-time chat capabilities
- Sign language interpreters
- Speech therapy tools
- Visual systems

Assistive Technologies for the Mobility Impaired

- Alternative and modified input devices
- Custom made apparatus designed to stabilize or assist in a process
- Foot versus hand-operated devices (and vice-a-versa)
- Ramps, rails, standing frames and lifts
- Speech recognition technology
- Word prediction technology

Assistive Technologies for the Cognitively Impaired

- Cognitive exercises
- Organizing tools
- Speech recognition technology
- Text to speech software

Assistive Technologies for those with Mental Health Impairments

- Organizing tools
- Natural lighting
- White noise, environmental sound machines or music players

Handout 2: It's Part of the Job

Position Title:	Account Manager
Department:	Sales
Position Reports To:	Sales Manager
Direct Reports to This Position:	None

Position Summary

This position is responsible for sales of all products within the specific division. The position involves direct contact with customers, either by cold calling, or by calling established accounts. These calls will be primarily by phone; however some contact in person may be required. This position will make a high number of outbound calls daily to develop new business, to inform current customers of new programs and products, to follow-up on outstanding previews, and to close sales.

Job Requirements

- Bachelor's degree in business, marketing or related field required.
- At least one year prior sales or telemarketing experience preferred. Computer literacy is necessary.
- Must have a well-groomed, professional appearance, be self-motivated, and display a positive and cheerful personality.
- Excellent communication skills required, including the ability to speak and write clearly and accurately.
- Some travel required.

Job Responsibilities

- Reviews products in order to be familiar with all products offered for sale.
- Aggressively makes outbound telephone calls to existing and potential customers to inform them of new programs, follow-up on previews, and to close sales.
- Conducts research to identify potential new customers, and makes cold calls.
- Participates in trade shows to include attendance, representation of products and booth set-up and disassembly.
- Completes ongoing product education in order to communicate products effectively to customers.
- Develops individual sales presentations and manages customer data base.
- Coordinates special projects as assigned by the Sales Manager or Sales Vice President.
- Achieves competence on the customer management system.
- Conduct needs assessment with customers to gather ideas for needed programs.
- Acts as a resource for information on sales techniques and standard operating procedures.



Position Title:	Customer Service Coordinator
Department:	Customer Service
Position Reports To:	Customer Service Manager
Direct Reports to This Position:	None

Position Summary

This position requires efficient, courteous answering of incoming calls and the timely look-ups of all incoming leads. This position provides clerical support as needed. This position also interfaces with our customers and visitors face-to-face.

Job Requirements

- Experience on busy multi-line telephone.
- Pleasant, articulate speaking voice.
- Excellent grammar and communication skills.
- Working knowledge of Microsoft Office applications helpful.
- Should possess the ability to perform under pressure.
- Team spirit is essential.

Job Responsibilities

- Answer inbound calls promptly and with courtesy.
- Look up contact information for incoming leads.
- Process leads and distribute to sales associates according to policy.
- Type letters, reports, agendas etc... as assigned by manager.
- Greet customers promptly upon arrival and contact the employee they are visiting. Be prepared to make any necessary introductions.
- Monitor badges and visitor log.
- Accept packages from vendors and contact the recipient for pick-up.




Position Title:	Shipping Clerk
Department:	Distribution
Position Reports To:	Shipping Supervisor
Direct Reports to This Position:	None


Position Summary

This position is responsible for the accurate and safe processing of all daily orders to be shipped to customers, including domestic and international shipments.


Job Requirements

- 
- Must be bilingual and speak fluent English and Spanish.
 - Basic computer skills in a DOS and Windows based environment.
 - High School Diploma.
 - Ability to lift up to 35 lbs.
 - Must be able to read small print and be able to pay close attention to detail.
 - Must be able to climb up and down ladders.

Job Responsibilities

- 
- Locate and pull orders by product code and amount specified on pending list.
 - Stage individual orders in a neat and orderly fashion for preparation of invoicing.
 - Scan and process orders and produce packing lists.
 - Pack orders in appropriate size package to ensure product is delivered in good condition.
 - Housekeeping and restocking of supplies in work area at the end of each workday.
 - Returning of unused product to the shelf or to receiving.
 - Process packages via UPS, RPS, DHL, USPS, etc.
 - Cross-training in other areas of distribution when able.
 - Assist with the year-end preparation of and physical inventory.
 - Assist with the training and cross-training of employees.
 - Assume other duties as needed or instructed.





Position Title:	Network Engineer
Department:	Information Technology
Position Reports To:	VP, Information Technology
Direct Reports to This Position:	None

Position Summary

The Network Engineer's role is to ensure the stability and integrity of in-house voice, data, video and wireless network services. The Network Engineer will participate with the installation, monitoring, maintenance, support, and optimization of all network hardware, software, and communication links. This individual will also analyze and resolve network hardware and software problems in a timely and accurate fashion.

Job Requirements

- General knowledge of computer hardware, operating systems, network components and network applications is required.
- Knowledge of the organization's systems is considered a plus.
- Positive attitude and work ethic are necessities of this position.
- Excellent phone and in-person skills.
- Ability to quickly learn on the job by observing and reading.
- Ability to prioritize work and understand users needs.
- Ability to work quickly and manage heavy work loads.

Job Responsibilities

- Pro-actively monitor the network, file servers, application servers, and other associated systems.
- Participate in network projects such as server technology refresh, telecom restructuring, upgrades to UPS/Generator or other facilities.
- Perform installations/upgrades of hardware, Operating system, hosting software components, security utilities, backup/restore systems and network components such as VPN, routers and switches.
- Other duties as assigned.



Handout 3: The Right Questions

During an interview:

- Don't ask if the applicant has a disability.
- Avoid asking about any physical or mental disability.
- Don't ask an applicant to elaborate on a medical condition.
- Don't ask about an applicant's medical history.

Be prepared to ask:

- If the applicant can perform the essential functions of the job with or without accommodation
- If the applicant is able to perform a specific task
- If the applicant can meet attendance requirements for the job
- The applicant to demonstrate or describe how he would perform a specific task.

SAMPLE

Handout 4: What Should You Do?

The following are guidelines for working with various forms of disability.

Working with the visually impaired:

- Announce your presence and introduce yourself.
- Use a normal tone of voice so the person learns to distinguish between co-workers.
- Ask if you may help.
- Give specific instructions.
- To guide a visually impaired person, extend your arm and tell the person where it is so they may grasp it.
- Only guide the person with permission!
- Do not touch their cane or dog without their permission.
- Be descriptive, providing ample detail.
- Tell the person if you have brought something new into the work environment.
- Provide handouts ahead of a meeting so this person can become familiar with the contents.

Working with the deaf and hard-of-hearing:

- Ask what form of communication this person prefers.
- Agree on a signal to get their attention. Keep it subdued.
- When necessary, write it down, or have them write their response.
- If they use sound to communicate, listen carefully.
- Speak clearly and at a moderate pace.
- Check for understanding.
- Don't cover your mouth, or eat while communicating.
- Be sure the person can see you when you are speaking.
- Communicate with the person, not their interpreter.
- Only one person should speak at a time.
- When the topic changes, be sure this person knows of the shift.
- If the person has a dog, do not touch it without permission.

Working with the mobility impaired:

- Offer to shake hands/prosthetic on introduction.
- Ask if you may help.
- Consider a wheelchair as an extension of the person. Do not touch the chair, grab it or move it without their permission.
- Place yourself at the person's eye level.
- Consider obstacles. Find the most direct route.
- Make your workplace wheelchair friendly.

Working with the cognitively impaired:

- Encourage self-expression.
- Do not pressure the person to speak.
- Allow the person to complete what they are saying without interruption. Wait ... do not assist unless you are asked.



- Ask if writing would be easier than speaking.
- Allow the use of assistive devices.
- Provide frequent performance feedback.
- Set up routines in performance of job duties.
- Break tasks up into smaller steps.
- Provide step-by-step instructions, using pictures as appropriate.

Working with those with mental health impairments:

- Be specific.
- Paraphrase and check for understanding.
- Provide instructions in small steps.
- Reinforce learning by telling, showing and having them repeat the task.
- Consider flexible work schedules.

SAMPLE





Handout 5: If You Were in My Shoes

Role Play 1: I'm Not a Kid

MRS. GREEN takes hold of visitor's wheelchair, and begins moving him down the hall.

MR. HARRIS: Madam, I'm fine!

MRS. GREEN: (SWINGING HIM AROUND AND MOVING IN BACKWARDS) Don't worry I've done this before. See, no problem! (SHE DEPOSITS HIS CHAIR IN THE MIDDLE OF RECEPTION, FACING THE COUNTER.) There you are!

MR. HARRIS: I'm not some kid in a stroller!

MRS. GREEN: (SHOCKED BY HIS TONE) Of course you're not. Most kids have better manners.

MR. HARRIS: (CALLING FROM BEHIND HER) You should ask if I need help before you just grab hold and shove!

WENDY: You'll get taken care of ... everyone here gets treated exactly the same.

MR. HARRIS: That's the problem.

WENDY: What do you mean?

MR. HARRIS: You try getting around in a wheelchair. In fact, just try getting around this building.

WENDY: We have a ramp!

MR. HARRIS: That might have been very helpful – if the door hadn't been locked!

Role Play 2: Do Something

ABBY and DANESHA, who are in their early- or mid-20's, are walking through a parking lot. ABBY spots JARED, also in his 20's, getting out of his car a few spaces away. He goes to the trunk to get some stuff out. Abby lowers her voice some, thinking Jared can't hear her, but he can.

ABBY: (gossiping) You know why Jared was gone for a month last year?

DANESHA: Un-uh.

ABBY: He was put in an institution.

DANESHA: (louder because of her surprise and indignation that she's been working with him and didn't know about his "condition") You mean he's crazy?

ABBY: They say he's "bipolar" or got some multiple personalities or something. He's gotta take his pills every day or he'll lose it.

DANESHA: Well, is he fixed? Cause I got to work with him all next week.

ABBY: Who knows? I mean maybe you'll get the work done faster with a bunch of personalities. Oh he's like woman in that movie, the one you know with all the personalities. Oh...Sybil.

DANESHA: Yes....God you're so bad.

JARED: (bitter) What do you want me to say? They're jerks. They treat me like a monster. (beat) People talk about me behind my back everyday. (as if to his co-workers) I have a chemical imbalance; I'm not deaf, idiots. Some days it just doesn't seem worth it. (defensive now) I didn't choose to be like this. I'd give anything to fit in – you know, just be like everybody else.

Role Play 3: Help Me Please

Two clerks are arguing over who will help the next customer, FRANKLIN. This customer is a bit disheveled, and walks with a limp. Later in the scene a friend of FRANKLIN's, PATSY, offers consolation.

CLERK 1: (to Clerk 2 under his breath) It's your turn. Clerk 1 starts to act like he's busy, so Franklin walks toward CLERK 2. We don't know whether he can hear them or not.



CLERK 2: (aside to Clerk 1) You owe me for this one. (to Franklin, a little too friendly, kind of condescending) Why hello there sir, what can we do for you today?

FRANKLIN: (slurring so it's hard to understand him) I want to take care of my water bill.

CLERK 2: (A little grossed out) I'm sorry, can you say that again please?

We see CLERK 1 smirk a “better-you-than-me” smirk. Franklin acts as if nothing is happening (we have a hard time believing he doesn't know what's going on). Franklin patiently tries again to speak very carefully and slowly.

FRANKLIN: I... want... to... take... care... of... my... water... bill.

CLERK 2: (ever-so-nice) Oh, we can do that, sir. Let me just pull up your account.

Just then PATSY, another customer, walks in and sees Franklin. Patsy goes up to him and touches his arm with care and compassion.

PATSY: Well, hi, stranger. How you been? (she quiets a little for privacy)

FRANKLIN: Oh, Good!

PATSY: Annie says you're doing much better after your surgery.

FRANKLIN: Mmm-hmm.

PATSY: Yea? I know I always say this. But we are praying so hard that they find the driver that hit you. I just can't believe it.



WORKSHEETS

Worksheet 1: What Can We Do?

1. Sam's vision is compromised, and she's having trouble seeing her computer monitor. What reasonable accommodations could you offer? What assistive technologies could you consider?

2. Paul's vision has been slowly deteriorating because of his diabetes, and he's having trouble reading and checking sales reports. What reasonable accommodations could you offer? What assistive technologies could you consider?

3. Miracle is having trouble hearing on the phone, and talking with customers is vital to her job. What reasonable accommodations could you offer? What assistive technologies could you consider?

4. Jordan joined a team that communicates throughout the day on hand-held radios. Jordan has difficulty hearing through all the static. What reasonable accommodations could you offer? What assistive technologies could you consider?

5. Malik became a quadriplegic after a motorcycle accident and could no longer operate a keyboard, an essential function on the job. What reasonable accommodations could you offer? What assistive technologies could you consider?





6. Sophia is now using a wheelchair, and one of the essential functions of her job is driving. What reasonable accommodations could you offer? What assistive technologies could you consider?



7. William is having difficulty remembering to wear parts of his uniform. What reasonable accommodations could you offer? What assistive technologies could you consider?

SAMPLE

8. Cicelia is having trouble remembering all the steps to packing a box of product, resulting in damaged shipments. What reasonable accommodations could you offer? What assistive technologies could you consider?



9. Karen suffers from bipolar disorder and, although usually dependable and consistent in her work, has lately become easily distracted and forgetful. What reasonable accommodations could you offer? What assistive technologies could you consider?

10. Jacob has Post Traumatic Stress Disorder (PTSD). What reasonable accommodations could you be prepared to offer? What assistive technologies could you consider?





PRE-TEST/POST-TEST

Please read each question carefully and write your answer in the space provided below it. Your answers will help us adapt the *Understanding the New ADA* program to best meet the needs of your group.

1. Who is covered under the new ADAAA?

2. How has the definition of “disability” been clarified by the ADAAA?

SAMPLE

3. What are “major life activities”?

4. How are the needed “reasonable accommodations” determined?

5. How should disabilities be handled during job interviews?

6. What are “essential functions” in a job description?

EVALUATION FORM

Your input is **IMPORTANT** in helping us evaluate and improve our training programs. Thank you for taking time to think about and respond to the following questions.

Course: _____ Date: _____ Facilitator: _____

About the Course

- Were the objectives of the course clearly stated? YES NO
- How well were the objectives met by the course?
Were not met 1 2 3 4 5 Were met very well
- How applicable will this training be to your job?
 Almost none of the material will be applicable to my job.
 Some will be applicable, but some was confusing or irrelevant.
 Absolutely applicable! I look forward to seeing results soon!
- Was the information presented in a logical and understandable order?
 Didn't seem logical at all.
 Some was, some wasn't.
 Yes, all of it seemed logical and understandable.
- How useful were the discussions and the exercise(s) in helping you learn the information?
 Not useful at all Somewhat useful Very useful
- To what extent did this training meet your expectations?
 DID NOT meet my expectations MET expectations EXCEEDED expectations
- What would you add or change to improve this course?

About the Facilitator

- Was the facilitator positive and professional? Very much so Could improve
- How well was the facilitator prepared and able to explain the information?
NOT well prepared 1 2 3 4 5 VERY well prepared
- Did the facilitator create an atmosphere that encouraged questions and learning?
 Yes No – Facilitator should have: _____
- Did the facilitator explain the material in ways that made it applicable to your job?
 Very much so Sometimes Almost none was connected to my job
- Your comments on the facilitator: _____

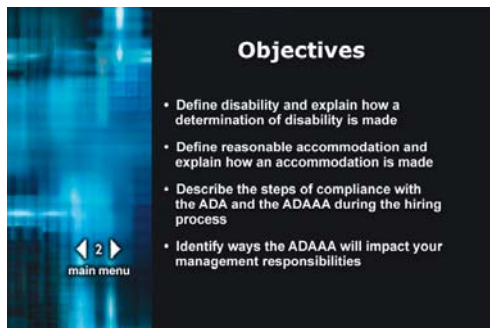


TRAINING POINTS AND POWERPOINT® OVERVIEW & DISCUSSION GUIDE

Follow the program with a discussion using the Training Point or PowerPoint® presentation to support your discussion.



Title Slide



Slide 2 – Objectives

Use this slide to review your objectives for this program. Be sure to ask participants if they have any additional objectives they would like to be addressed.



Slide 3 – Disability Defined

This slide includes the ADA and the ADAAA definition of a disability.



Slide 4 – Major Life Activities

The new broader list of major life activities are listed on this slide.

TRAINING POINTS AND POWERPOINT® OVERVIEW & DISCUSSION GUIDE CONTINUED



Major Bodily Functions

- Immune system
- Normal cell growth
- Bowel and bladder function
- Neurological and brain function
- Respiratory and circulatory function
- Endocrine and reproductive function

◀ 5 ▶
main menu

Slide 5 – Major Bodily Functions

The additional major bodily functions are listed on this slide.

Making a Determination

- An impairment that limits one major life function need NOT limit another
- An impairment that comes in episodes or is in remission is a disability if it limits a major life activity / function when it is active
- In almost all cases a determination must be made without regard to measures that lessen the impairment
- One cannot rule a person is disabled based on a perception of disability

◀ 6 ▶
main menu

Slide 6 – Making a Determination

Steps to take when determining if an impairment creates a disability are provided on this slide.

Reasonable Accommodation

- Any change in the work environment or in the way things are usually done
- Should not cause undue hardship on organization

◀ 7 ▶
main menu

Slide 7 – Reasonable Accommodation

This slide defines a reasonable accommodation.

Making an Accommodation

- Meet with employee requesting accommodation
- Include Human Resources in discussions
- Document all discussions
- Assess effectiveness of each possible accommodation in enabling the person to perform job functions
- Explore cost, if any, of the accommodation

◀ 8 ▶
main menu
video link

Slide 8 – Making a Reasonable Accommodation

This slide breaks out the steps to follow when making a reasonable accommodation.

TRAINING POINTS AND POWERPOINT® OVERVIEW & DISCUSSION GUIDE CONTINUED



Be Inclusive

- Choose an accessible interview location
- Update job description
- Identify essential job functions
- Prepare interview questions in advance
- Design tests that assess ability to do the job only
- Consider any accommodations that will enable a qualified applicant to be successful in the job

◀ 9 ▶
main menu

Slide 9 – Be Inclusive

Use this slide to provide an overview of a legal hiring process under the ADA and the ADAAA

Is It Essential?

- Does the position exist to perform the function?
- How much expertise or what skill level is required to perform the function?
- How much time is spent performing the function?
- What are the consequences of the function not being performed?
- How many employees are available to perform the function, or to whom the function could be divided amongst?

◀ 10 ▶
main menu

Slide 10 – Is It Essential?

This slide provides questions to use when identifying the essential and non-essential functions of a job.

The Right Questions

- Can you perform the essential functions of this job with or without accommodation?
- Are you able to (perform a specific task)?
- Would you demonstrate or describe how you would (perform a specific task)?
- Can you meet attendance requirements of this position?

◀ 11 ▶
main menu
video link

Slide 11 – The Right Questions

A sampling of questions appropriate to ask during an interview is included in this slide.

Don't Ask About

- The nature of the disability
- The severity of the disability
- The condition causing the disability
- Any prognosis or expectation regarding the disability
- Whether or not the person will need treatment or special leave because of the disability

◀ 12 ▶
main menu

Slide 12 – Don't Ask About

Areas to avoid questioning during an interview are included on this slide.

TRAINING POINTS AND POWERPOINT® OVERVIEW & DISCUSSION GUIDE CONTINUED



Moving Forward

- Review job descriptions
- Expect claims of disability
- Err on the side of caution
- Maintain documentation
- Provide reasonable accommodations
- Seek guidance from Human Resources

◀ 13
main menu

Slide 13 – Moving Forward

The impact of the ADAAA on managers is provided on this slide.

SAMPLE

CUSTOMIZING A POWERPOINT® PRESENTATION

The PowerPoint® presentations included on the Coastal DVD and CD products are customizable when used on a computer loaded with Microsoft PowerPoint® software. (Note: In the following instructions, “click” implies a click with your left mouse button. If a “right” click is necessary, it will be so indicated.) Microsoft PowerPoint® has many features. The following steps will help you customize our presentations quickly.

To customize a presentation:

If the “Customizable Version” icon is displayed on the landing screen, click on this option. If this option is not available, click on the PowerPoint® presentation to open it.

Save this presentation to another location, such as your hard drive or a folder on the network. You will make your customizations on the saved version.

To add, copy, hide or remove a slide, or to change the order of the slides in the presentation:

Click on “View” on the menu bar.

Click on “Slide Sorter” from the “View” menu. Or, under the “Normal” view, you may use the “Outline” on the left side of the screen.

To add a slide, place your cursor in front of the slide where you want to add a slide. Click on “Insert” on the menu bar. Then, click on “New Slide” on the “Insert” menu. Or, click on the “New Slide” tool on the tool bar. Choose a slide format to fit your desired content, and follow the prompts given.

Sometimes it’s easier to copy a slide, and then change the content of the slide than to create a new one. To copy a slide, click on the original slide. Click on “Edit” on the menu bar, and choose “Duplicate.” A new copy will be created to the right of the original slide. Or, click on “Edit” on your menu bar, and choose “Copy.”

You may then “Paste” the slide wherever you want it to appear.

To hide a slide from your presentation, but to keep it for future use, right click on the slide you wish to hide, and choose “Hide Slide” from the menu. Or, click on the “Hide Slide” tool on the tool bar.

To remove a slide from the presentation, click on the slide you want to remove. Click on “Edit” on the menu bar. Then, click on “Delete Slide” on the “Edit” menu. Or, click on the slide, and press the “Delete” key on your keyboard.

To change the order of the slides in the presentation, click on the slide to be moved and while holding the mouse button depressed, drag the slide to its new location. Release your mouse button to place the slide.

If you wish to change or remove the animation effect as you move from slide to slide:

Double click on the slide you want to change the animated transition on.

Double click on the text box of the slide. A border and white handles appear around the text box.

Click on “Slide Show” on the menu bar. Then, click on “Preset Animation.” To turn off the effect, choose “Off.” If you wish to change the effect, there are many options to consider.

To edit content of any slide:

Double click on the slide you want to change.

Double click on the text box of the slide. A border and white handles appear around the text. Type the desired changes.

Remember to save any changes made to your presentation!



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