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| MyCareer@VA

Career Development Facilitator
Unit 2, Lesson 3: Diverse Populations
For VA Employees

Course Transcript



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Career Development Facilitator (CDF), Unit 2, Lesson 3: Diverse Populations

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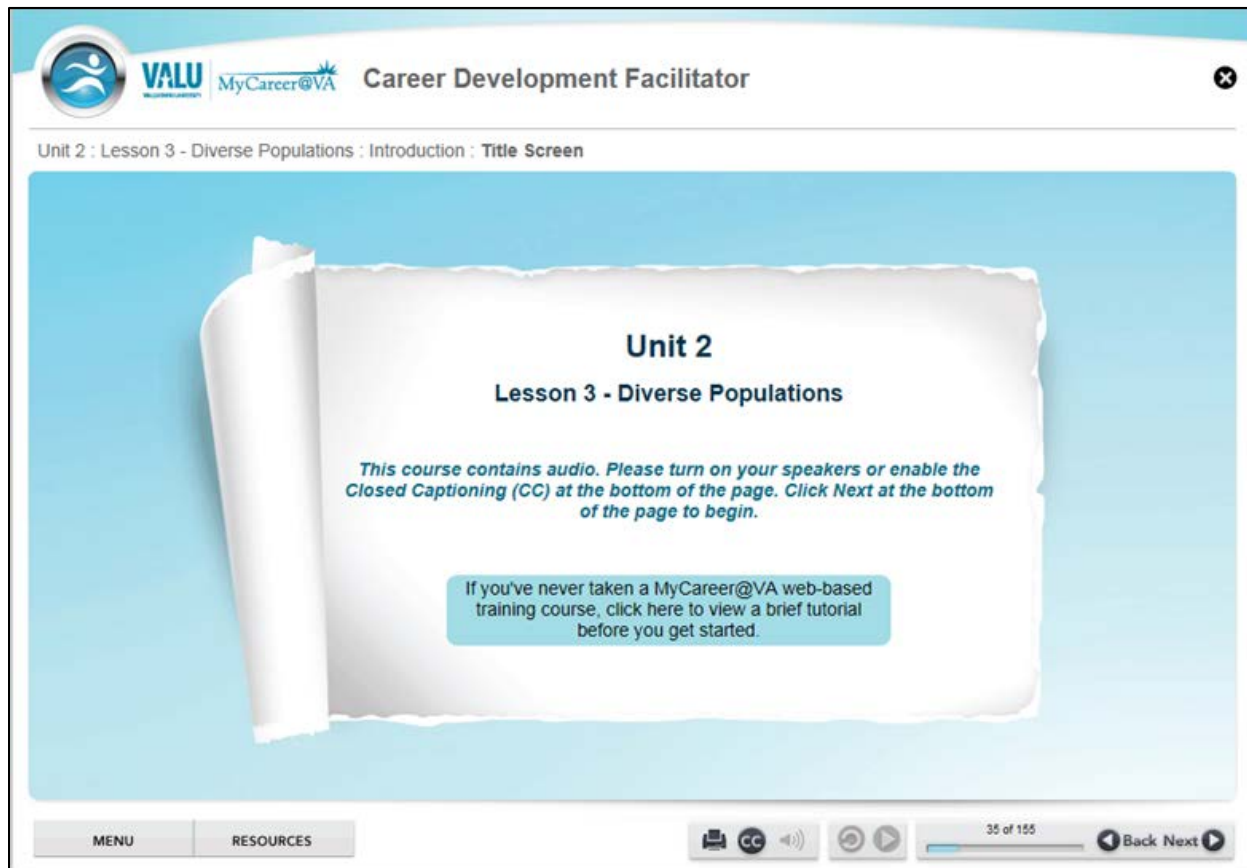
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Screen 1 – Title Screen



| Screen Description | Narration |
|---|---------------------|
| <p>Centered in the Screen is the following text:</p> <p>“Unit 2 Lesson 3 – Diverse Populations</p> <p>This course contains audio. Please turn on your speakers or enable the Closed Captioning (CC) at the bottom of the page. Click Next at the bottom of the page to begin.</p> <p>If you’ve never taken a My Career@VA web-based training course, click here to view a brief tutorial before you get started.”</p> | <p>No Narration</p> |

Screen 2 – Welcome



| Screen Description | Narration |
|--|--|
| <p>The screen displays a collage of various VA employees performing their jobs with the VA logo in the center.</p> | <p>Welcome to the lesson about diversity in career development for Career Development Facilitators, or CDFs.</p> <p>This lesson will provide you with the knowledge, skills, and tools to help you more effectively relate to, communicate with, and support employees with diverse backgrounds.</p> <p>Please select the “Next” button to continue.</p> |



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Screen 3 – Lesson Overview & Learning Objectives

| Screen Description | Narration |
|---|---|
| <p>On the left side, the screen displays “Lesson Overview” and on the right side, the screen displays “Learning Objectives” and five bullets.</p> <p>Lesson Overview:</p> <p>“In this lesson, you will learn about the unique needs of VA’s diverse populations and explore specialized career development approaches necessary to provide one-on-one support to VA’s diverse workforce.”</p> <p>Learning Objectives:</p> | <p>Before we get started, please take a moment to read the Lesson Overview and Learning Objectives.</p> <p>If you have questions about the content in this lesson, please consult the accompanying resources that are available under the “Resources” button or on the final screen.</p> <p>When you are finished reading, please select the “Next” button to continue.</p> |



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| Screen Description | Narration |
|---|-----------|
| <ul style="list-style-type: none">• “Define the importance of diversity and inclusion in the workplace.• Assess how your own background influences your work as a CDF.• Define VA’s diverse populations.• Identify career development barriers that VA’s diverse populations may experience.• Identify potential solutions for overcoming career development barriers.” | |



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Screen 4 – Employee Scenario 1

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Unit 2 : Lesson 3 - Diverse Populations : Diversity at VA : Employee Scenario 1

Please read the question, review the images of VA employees, and select the employee you think best fits the description, then select the "Submit" button.

Which employee is a woman?

☐ Alex

☐ Anthony

☐ Carl

☐ Maria

Submit

Alex Anthony

Carl Maria

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| Screen Description | Narration |
|--|---|
| <p>On the left side, the screen displays instructions, a question, and four possible answers. On the right side, the screen displays an image of four diverse employees.</p> <p>Instructions: "Please read the question, review the images of VA employees, and select the employee you think best fits the description, then select the 'Submit' button."</p> <p>Question: "Which employee is a woman?"</p> | <p>Let's begin our discussion of diversity by meeting some of your colleagues at VA.</p> <p>Please read each question, select the employee you think best fits the description, then select the "Submit" button.</p> <p>Which employee is a woman?</p> <p>When you are finished, please select the "Next" button to continue.</p> |



| Screen Description | Narration |
|--|-----------|
| <p>Employees:</p> <ul style="list-style-type: none">• Alex: Male in business attire• Anthony: Male in Wheelchair holding two American flags• Carl: Male with a patriotic shirt and a hat with military pins• Maria: Female with Casual Attire <p>Correct answer = “Maria”</p> <p>If User selects “Maria,” screen displays: “You are correct—Maria is a woman”</p> <p>If User selects any other answer, screen displays: “I’m sorry, that is incorrect. Maria is a woman.”</p> | |



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Screen 5 – Employee Scenario 2

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Unit 2 : Lesson 3 - Diverse Populations : Diversity at VA : Employee Scenario 2

Please read the question, review the images of VA employees, and select the employee you think best fits the description, then select the "Submit" button.

Which employee is of Hispanic descent?

☐ Alex

☐ Anthony

☐ Carl

☐ Maria

Alex **Anthony** **Carl** **Maria**

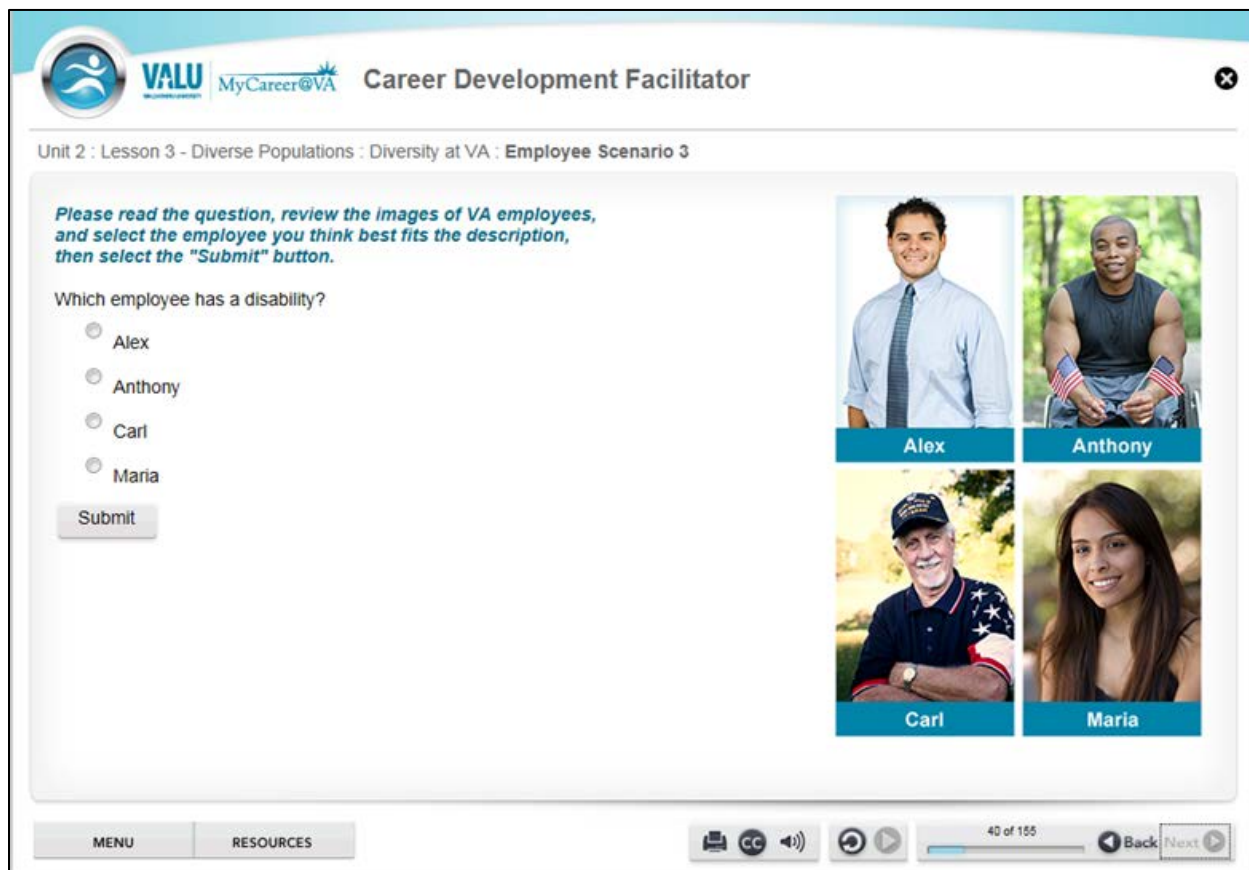
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| Screen Description | Narration |
|--|--|
| <p>On the left side, the screen displays instructions, a question, and four possible answers. On the right side, the screen displays an image of four diverse employees.</p> <p>Instructions: "Please read the question, review the images of VA employees, and select the employee you think best fits the description, then select the 'Submit' button."</p> <p>Question: "Which employee is of Hispanic descent?"</p> | <p>Which employee is of Hispanic descent?</p> <p>When you are finished, please select the "Next" button to continue.</p> |



| Screen Description | Narration |
|--|-----------|
| <p>Employees:</p> <ul style="list-style-type: none">• Alex: Male in business attire• Anthony: Male in Wheelchair holding two American flags• Carl: Male with a patriotic shirt and a hat with military pins• Maria: Female with Casual Attire <p>Correct answer = “Alex”</p> <p>If User selects “Alex,” screen displays: “You are correct—that is a reasonable assumption. You might like to know that Alex is also of Scottish and German descent. In addition, Maria is Hispanic—she describes her ethnicity as Latino because her family is from South America.”</p> <p>If User selects any other answer, screen displays: “I’m sorry, that is incorrect. Alex is Hispanic. He is also of Scottish and German descent. Maria is also Hispanic—she describes her ethnicity as Latino because her family is from South America.”</p> | |

Screen 6 – Employee Scenario 3



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Unit 2 : Lesson 3 - Diverse Populations : Diversity at VA : Employee Scenario 3

Please read the question, review the images of VA employees, and select the employee you think best fits the description, then select the "Submit" button.

Which employee has a disability?

☐ Alex
☐ Anthony
☐ Carl
☐ Maria

Submit

Alex
 Anthony
 Carl
 Maria

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| Screen Description | Narration |
|--|--|
| <p>On the left side, the screen displays instructions, a question, and four possible answers. On the right side, the screen displays an image of four diverse employees.</p> <p>Instructions: "Please read the question, review the images of VA employees, and select the employee you think best fits the description, then select the 'Submit' button."</p> <p>Question: "Which employee has a disability?"</p> | <p>Which employee has a disability?</p> <p>When you are finished, please select the "Next" button to continue.</p> |




| Screen Description | Narration |
|---|-----------|
| <p>Employees:</p> <ul style="list-style-type: none">• Alex: Male in business attire• Anthony: Male in Wheelchair holding two American flags• Carl: Male with a patriotic shirt and a hat with military pins• Maria: Female with Casual Attire <p>Correct answer = “Anthony”</p> <p>If User selects “Anthony,” screen displays: “Yes, Anthony is physically disabled, but did you consider other types of disabilities—ones you may not see? For example, Maria is hearing impaired.”</p> <p>If User selects any other answer, screen displays: “This employee might have a disability that is not visible to you. For example, Maria is hearing impaired.”</p> | |



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Screen 7 – Employee Scenario 4



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Unit 2 : Lesson 3 - Diverse Populations : Diversity at VA : Employee Scenario 4

Please read the question, review the images of VA employees, and select the employee you think best fits the description, then select the "Submit" button.

Which employee is a military Veteran?

☐ Alex



☐ Anthony



☐ Carl

☐ Maria






☐ All of the above

Submit


Alex**Anthony**


Carl**Maria**

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| Screen Description | Narration |
|---|---|
| <p>On the left side, the screen displays instructions, a question, and five possible answers. On the right side, the screen displays an image of four diverse employees.</p> <p>Instructions: "Please read the question, review the images of VA employees, and select the employee you think best fits the description, then select the 'Submit' button."</p> <p>Question: "Which employee is a military Veteran?"</p> | <p>Which employee is a military Veteran?</p> <p>When you are finished, please select the "Next" button to continue.</p> |



| Screen Description | Narration |
|--|-----------|
| <p>Employees:</p> <ul style="list-style-type: none">• Alex: Male in business attire• Anthony: Male in Wheelchair holding two American flags• Carl: Male with a patriotic shirt and a hat with military pins• Maria: Female with Casual Attire <p>Correct answer = “All of the above”</p> <p>If User selects “All of the above,” screen displays: “You are correct. Anthony, Alex, Maria, and Carl are all Veterans. Carl served in WWII, and Anthony, Alex, and Maria served in the Iraq war.”</p> <p>If User selects any other answer, screen displays: “Incorrect. While that answer is partially correct, all of the employees are Veterans. Alex is a Veteran who served in Afghanistan. Anthony, Carl, and Maria are Iraq war Veterans.”</p> | |



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Screen 8 – Employee Scenario Summary

| Screen Description | Narration |
|---|---|
| On the right side, the screen displays the course mentor gesturing towards the four individuals on the left: Alex, Anthony, Carl, and Maria | <p>The answers to these questions highlight the fact that we sometimes make assumptions about people that may be incorrect or incomplete.</p> <p>As a CDF, you have the opportunity to get to know each employee who comes to you for career guidance.</p> <p>By understanding each person's unique background and experiences, you are able to provide personalized support that helps them accomplish their career goals.</p> <p>Please select the "Next" button to continue.</p> |



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Screen 9 – Defining Diversity

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Unit 2 : Lesson 3 - Diverse Populations : Diversity at VA : **Defining Diversity**

"We define diversity in its broadest context to include all that makes us unique: race, color, gender, sexual orientation, religion, national origin, age, disability, culture, educational background, socioeconomic status, intellectual perspective, organizational level, and so much more."


– VA Office of Diversity and Inclusion (ODI)



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| Screen Description | Narration |
|---|--|
| <p>On the right side, the screen displays an image of the course mentor speaking to an employee and on the left side, the screen displays the following text:</p> <p>“We define diversity in its broadest context to include all that makes us unique: race, color, gender, sexual orientation, religion, national origin, age, disability, culture, educational background, socioeconomic status, intellectual perspective, organizational level, and so much more.”</p> | <p>Before we discuss diversity within the context of career development, take a moment to read how VA's Office of Diversity and Inclusion, or ODI, defines diversity.</p> <p>When you are finished reading, please select the “Next” button to continue.</p> |



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| Screen Description | Narration |
|---|-----------|
| – VA Office of Diversity and Inclusion (ODI)” | |



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Screen 10 – Federal Commitment to Diversity



| Screen Description | Narration |
|---|---|
| The screen displays the text “Please select each seal to learn more, then select the ‘Next’ button to continue,” On the left side, the screen displays the seal of the President of the United States, and on the right side, the screen displays the seal of the Department of Veterans Affairs. | <p>In an increasingly globalized world, the American workforce is more diverse today than it has ever been.</p> <p>In order to succeed, organizations must develop strategies to recruit, retain, and develop a diverse workforce. Providing equal opportunities for all employees to grow and advance in their careers is a key component of these strategies.</p> <p>The Federal government and VA, in particular, recognize the importance of diversity and inclusion in the workplace.</p> <p>Please select each seal to learn how the President and VA have reinforced the importance of a diverse workforce.</p> <p>When you are finished reading, please select the “Next”</p> |



| Screen Description | Narration |
|---|---------------------|
| | button to continue. |
| <p>When User selects the President of the United States seal, a textbox displays:</p> <p>“Executive Order 13583 (2011):</p> <p>‘Federal agencies shall “identify appropriate practices to improve the effectiveness of each agency’s efforts to recruit, hire, promote, retain, develop, and train a diverse and inclusive workforce.”’</p> <p>When User selects the Department of Veterans Affairs seal, a textbox displays:</p> <p>“Mission of VA’s Office of Diversity and Inclusion (ODI)</p> <p>‘To build a diverse workforce and cultivate an inclusive workplace to deliver the best services to our Nation’s Veterans, their families, and beneficiaries.”’</p> | No Narration |



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Screen 11 – The Role of CDFs

| Screen Description | Narration |
|---|--|
| On the right side, the screen displays and image of the course mentor speaking to an employee. On the left, the screen displays the four diverse individuals : Alex, Anthony, Carl, and Maria | <p>A diverse and inclusive workplace is one that reflects all segments of society and equally supports all their members.</p> <p>As a CDF, you will promote diversity and inclusion at VA by working with employees from a range of backgrounds to help them advance their careers.</p> <p>When you are finished, please select the “Next” button to continue.</p> |



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Screen 12 – Understanding Yourself

| Screen Description | Narration |
|---|---|
| On the right side, the screen displays an image of the course mentor sitting at her desk. On the left, the screen displays the four diverse individuals: Alex, Anthony, Carl, and Maria | <p>Before you can recognize and address the special career development needs of diverse individuals, you must first understand yourself.</p> <p>By better understanding yourself, you can work more effectively with people of backgrounds different than your own.</p> <p>As someone who promotes development and growth in others, you likely have a good degree of self-awareness already.</p> <p>Still, deliberate self-reflection can help you better understand the values and attitudes you bring to a CDF relationship.</p> <p>Please select the “Next” button to continue.</p> |



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Screen 13 – Self-Assessment

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Unit 2 : Lesson 3 - Diverse Populations : Working as a CDF : **Self-Assessment**

Please read this list and select the checkbox for each statement that you agree with, then select the "Submit" button. Your responses will NOT be recorded—this exercise is solely for self-reflection.

Select each statement that you agree with.

- ☐ I can recognize my own biases and assumptions about others.
- ☐ I recognize there is more than one way to be successful.
- ☐ I consider different styles and cultures in decision-making.
- ☐ I know the value of diversity in an organization.
- ☐ I can work productively with people from different backgrounds.
- ☐ I can create solid relationships with people who think and act differently than me.
- ☐ I know how to listen to and motivate diverse individuals and groups.
- ☐ I am prepared to mentor and develop people, whatever their backgrounds.
- ☐ I can model open communication and collaboration with people from diverse backgrounds.

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| Screen Description | Narration |
|--|---|
| <p>On the left side, the screen displays instructions and a series of phrases.</p> <p>Instructions: "Please read this list and select the checkbox for each statement that you agree with, then select the "Submit" button. Your responses will NOT be recorded — this exercise is solely for self-reflection.</p> <p>Select each statement that you agree with"</p> <p>Statements:</p> <ul style="list-style-type: none">• "I can recognize my own biases | <p>To increase your own self-awareness, please read this list of diversity perspectives and select the checkbox next to statements that reflect your sentiments. Then, select the "Submit" button.</p> <p>Your responses will NOT be recorded—this exercise is solely for self-reflection.</p> <p>When you are finished, please select the "Next" button to continue.</p> |



| Screen Description | Narration |
|---|--------------|
| <p>and assumptions about others.</p> <ul style="list-style-type: none">• I recognize there is more than one way to be successful.• I consider different styles and cultures in decision-making.• I know the value of diversity in an organization.• I can work productively with people from different backgrounds.• I can create solid relationships with people who think and act differently than me.• I know how to listen to and motivate diverse individuals and groups.• I am prepared to mentor and develop people, whatever their backgrounds• I can model open .communication and collaboration with people from diverse backgrounds.” | |
| <p>After User selects “Submit,” the screen displays the completed checklist with the following feedback:</p> <p>“Please read through your responses and consider ways that your answers may impact your work as a CDF. Also, identify any areas where you would like to develop.”</p> | No Narration |



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Screen 14 – Cultural Competence



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Unit 2 : Lesson 3 - Diverse Populations : Working as a CDF : **Cultural Competence**

Cultural competence refers to a combination of knowledge, skills, and awareness pertaining to cultural differences that enable employees and leaders to work effectively cross-culturally.

A culturally competent CDF:

- Understands and appreciates diversity
- Does not make assumptions without clarifying understanding
- Challenges any diversity "blind spots" they may have
- Provides guidance in a culturally sensitive way
- Is flexible and adaptive



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| Screen Description | Narration |
|--|---|
| <p>On the right side, the screen displays an image of the course mentor speaking to an employee, and on the left side, the screen displays the following text:</p> <p>“Cultural competence refers to a combination of knowledge, skills, and awareness pertaining to cultural differences that enable employees and leaders to work effectively cross-culturally.”</p> | <p>In addition to increasing self-awareness, CDFs should also strive to build cultural competence.</p> <p>Cultural competence begins with an awareness of and respect for differences. Competence includes avoiding stereotypes or assumptions that everyone from a particular background holds the same beliefs or behaves the same way.</p> |
| <p>On the left side, a list is then added to the screen:</p> | <p>Gerard Egan, an expert in the field of counseling and facilitating, proposed a series of competencies that are important for CDFs to learn when working with people from a</p> |



| Screen Description | Narration |
|---|--|
| <p>"A culturally competent CDF:</p> <ul style="list-style-type: none">• Understands and appreciates diversity• Does not make assumptions without clarifying understanding• Challenges any diversity "blind spots" they may have• Provides guidance in a culturally sensitive way• Is flexible and adaptive" | <p>range of backgrounds.</p> <p>Please take a moment to review the list and assess your level of cultural competency.</p> <p>If you want to learn more about building your cultural competence, please consult the "Further Reading" section by selecting the "Resources" button.</p> <p>Effective CDFs understand both their own background and the backgrounds of each individual with whom they work.</p> <p>When you are finished reading, please select the "Next" button to begin learning about VA's diverse populations.</p> |



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Screen 15 – VA’s Diverse Populations

| Screen Description | Narration |
|--|--|
| <p>On the right side, the screen displays the text “Please select each piece of the circle to learn more about some of the diverse populations at VA, and then select ‘Next’ to continue.”</p> <p>On the left side, the screen displays a graphic showing the seven elements of VA’s Diverse Workforce.</p> <p>Elements:</p> <ul style="list-style-type: none">• “Race | <p>VA prides itself on its diverse and inclusive workforce.</p> <p>As a CDF, you will get to know each employee as an individual, but in order to understand the needs of people with whom you may work, it is helpful to understand the dynamics of the VA workforce.</p> |



| Screen Description | Narration |
|--|--|
| <ul style="list-style-type: none"> • Culture & Ethnicity • Generations • Occupational Category • LGBT • People w/ Disabilities • Veterans" | |
| | <p>Please select each piece of the circle to learn more about some of the diverse populations at VA.</p> <p>Note that these groups do not represent the full range of diversity at VA, but they can act as a starting point towards establishing understanding and sensitivity.</p> <p>When you are finished reading about each group, select the "Next" button to continue.</p> |
| <p>When the User selects "Race," the screen displays:</p> <p>"VA defines race as the "personal characteristics associated with race (such as hair texture, skin color, or certain facial features).</p> <p>Most common racial groups at VA:</p> <ul style="list-style-type: none"> • White • Black or African American • Hispanic or Latino • Asian • Native Hawaiian or Pacific Islander • American Indian or Alaskan native" | <p>As a CDF, you should respect racial identities and reject racial stereotypes.</p> <p>If employees believe race is an obstacle in their careers, you should try to understand their experiences by asking open-ended questions. You can then help individuals identify resources and develop strategies to overcome these obstacles.</p> <p>If you have any questions about how to best support employees, ODI and the Office of Resolution Management are a great place to start.</p> |
| When the User selects "Culture & Ethnicity," the screen | As a CDF, you should respect all backgrounds and never make |



| Screen Description | Narration |
|--|---|
| <p>displays:</p> <p>“VA defines an ethnic group as “a group of people whose members may identify with each other through a common heritage, a common language, a common culture, or a shared religion.”</p> | <p>assumptions about employees based on their heritage.</p> <p>You should also remember that every culture has its own values and norms, and that people from a different culture may approach career development from a different perspective.</p> <p>If employees mention their ethnicity or culture during your conversations, show a genuine interest. Don’t dismiss it. Understanding their experiences, especially through a cultural lens, can be very informative for you both.</p> |
| <p>When the User selects “Generations,” the screen displays:</p> <p>“Today’s workforce is made up of people from multiple generations:</p> <ul style="list-style-type: none">• Veterans (born 1922–1945)• Baby Boomers (born 1946–1960)• Generation X (born 1961–1980)• Millennials (born 1980–2000)” | <p>Members of each generation bring their own attitudes, expectations, and preferences to the workplace.</p> <p>Employees may feel that they are treated differently than others because of their age.</p> <p>As a CDF, you may consider whether generational dynamics are affecting an employee’s career progression. Be prepared to help them identify strategies to overcome actual or imagined barriers.</p> |
| <p>When the User selects “Occupational Category,” the screen displays:</p> <p>“In the 2013 Federal Employee Viewpoint Survey, only 36% of VA employees indicated they were satisfied with the opportunity to get a better job in the organization.”</p> | <p>VA’s ODI has indicated those employees at GS Level 9 and below, and the wage grade equivalent, sometimes experience career progression barriers.</p> <p>As a CDF, you should be prepared to recommend leadership, skill-building, and certificate programs that can help employees move to the next grade.</p> |
| <p>When the User selects “LGBT,” the screen displays:</p> <p>“VA defines sexual orientation</p> | <p>LGBT employees experience real and perceived fear that they will be rejected, harassed, or threatened by other employees, or denied opportunities to advance in their careers because of their sexual</p> |



| Screen Description | Narration |
|--|---|
| <p>as ‘a person’s permanent emotional, romantic, or sexual feelings toward certain other people.’</p> <p>LGBT is an abbreviation for Lesbian, Gay, Bisexual, and Transgender (though being transgender does not imply any specific sexual orientation).”</p> | <p>orientation or identity.</p> <p>As a CDF, you should not ask or make assumptions about an employee’s sexual orientation or identity.</p> <p>Familiarize yourself with your state’s legislation related to LGBT employees as well as the resources available through VA’s ODI so you can connect employees to this information and help them accomplish their career goals.</p> |
| <p>When the User selects “People w/ Disabilities,” the screen displays:</p> <p>“There are many types of disabilities: physical, cognitive, mental, emotional, learning, developmental, or some combination thereof.</p> <p>13.6% of people 18–44 years old have a disability.</p> <p>29.2% of people 45–64 years old have a disability.”</p> | <p>As a CDF, you should focus on the employee’s capabilities and potential, not their disability. Do not assume to know what someone needs based solely on a disability.</p> <p>People with disabilities may face career challenges because of misperceptions that they are incapable or unqualified to perform certain tasks, that accommodations are too costly, or due to general discomfort with disabled persons.</p> <p>To help support all employees, you should familiarize yourself with VA’s robust resources for employees with disabilities so you can direct them to appropriate tools and help them advance their careers.</p> |
| <p>When the User selects “Veterans,” the screen displays:</p> <p>“In 2011:</p> <ul style="list-style-type: none">• The national unemployment rate was 8.6%• The unemployment rate for Veterans was 12%• The unemployment rate for Veterans between the ages of 18 | <p>Outside of the Department of Defense, VA employs the highest number of Veterans in the Federal government.</p> <p>Veterans sometimes need assistance translating their valuable military experience and training into civilian workplace skills.</p> <p>Veterans may have physical or mental injuries resulting from their service that require special consideration or accommodation.</p> <p>At VA, there are extensive resources available to support Veterans in their transition to and development in a civilian career.</p> <p>As a CDF, having a thorough understanding of career development and knowledge of all available resources will enable you to help Veterans accomplish their career goals.</p> |



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| Screen Description | Narration |
|--------------------|-----------|
| and 24 was 30%” | |

Screen 16 – Understanding Individuals



| Screen Description | Narration |
|--|--|
| <p>The screen displays a collage of various VA employees performing their jobs with the VA logo in the center.</p> | <p>While keeping in mind the needs of these diverse groups, you must also try to understand how an individual's background and experiences have shaped their professional and life experiences.</p> <p>Regardless of the demographic group to which they belong, each person is an individual with unique preferences, strengths, and perspectives.</p> <p>As a CDF, keep an open mind and respect the diverse backgrounds of all employees.</p> <p>Please select the "Next" button to continue.</p> |



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Screen 17 – Scenario Exercise 1



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Unit 2 : Lesson 3 - Diverse Populations : Working as a CDF : Scenario Exercise 1

Please read each employee's statement, select the best possible CDF responses from the list, and then select the "Submit" button.

Two years ago, I developed a rare disease that caused me to go blind. I now use assistive technology to complete my work. My supervisor says that I am doing a great job, and she can see me in this role for a long time. I want to move up in the organization but am unsure of how to start this conversation with her.

As a CDF, how would you respond?

- ☐ A) Do you think your blindness has impacted your performance?
- ☐ B) Do you feel that your supervisor and VA have provided you with suitable accommodations?
- ☐ C) What do you mean by "move up"? What type of role or position are you looking for?
- ☐ D) Do you think you just should feel lucky to have a job given your condition?



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| Screen Description | Narration |
|---|--|
| <p>On the right side, the screen displays the course mentor speaking to an employee. On the left side, the screen displays instructions, an employee statement, and four potential responses.</p> <p>Instructions:</p> <p>"Please read each employee's statement, select the best possible CDF responses from the list, and then select the 'Submit' button."</p> <p>Statement:</p> | <p>Now let's apply some of the concepts we have discussed to potential scenarios you might encounter as a CDF.</p> <p>Please read each employee's statement, select the best possible CDF responses from the list, and then select the "Submit" button.</p> <p>When you are finished, please select the "Next" button to continue.</p> |



| Screen Description | Narration |
|--|-----------|
| <p>"Two years ago, I developed a rare disease that caused me to go blind. I now use assistive technology to complete my work. My supervisor says that I am doing a great job, and she can see me in this role for a long time. I want to move up in the organization but am unsure of how to start this conversation with her."</p> <p>Responses:</p> <ul style="list-style-type: none">• "A) Do you think your blindness has impacted your performance?• B) Do you feel that your supervisor and VA have provided you with suitable accommodations?• C) What do you mean by "move up"? What type of role or position are you looking for?• D) Do you think you just should feel lucky to have a job given your condition?" <p>Correct Answer = A, B, or C.</p> <p>If User selects A, B, or C, the screen displays: "A, B, and C are all appropriate responses."</p> <p>If User selects D, the screen displays:</p> <p>"I'm sorry, that is not an appropriate response to this employee's situation."</p> | |



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Screen 18 – Scenario Exercise 2

**Career Development Facilitator**✕

Unit 2 : Lesson 3 - Diverse Populations : Working as a CDF : **Scenario Exercise 2**

Please read each employee's statement, select the best possible CDF responses from the list, and then select the "Submit" button.

I was recently passed over for an opportunity to lead a team. I suspect it's because I am Hispanic. I sometimes hear my supervisor tell or laugh at inappropriate jokes, and I can't help but wonder about his racial bias. I have received positive feedback and above satisfactory ratings on my recent performance reports. I have also clearly expressed interest in leadership opportunities.

As a CDF, how would you respond?

- ☐ A) What were the qualifications for the team lead? Do you feel that you met them?
- ☐ B) Can you find opportunities to exercise leadership in your current role so you'll be able to demonstrate your ability?
- ☐ C) Do you have leadership experience? Can you tell me about that experience?
- ☐ D) Are there any other opportunities for leadership on your team or in your organization?

Submit



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| Screen Description | Narration |
|---|---|
| <p>On the right side, the screen displays the course mentor speaking to an employee. On the left side, the screen displays instructions, an employee statement, a question, and four potential responses.</p> <p>Instructions:</p> <p>“Please read each employee’s statement, select the best possible CDF responses from the list, and then select the ‘Submit’ button.”</p> <p>Statement:</p> | <p>Read the employee's statement, select the best possible CDF responses from the list, and then select the "Submit" button. When you are finished, select the "Next" button to continue.</p> |



| Screen Description | Narration |
|---|-----------|
| <p>"I was recently passed over for an opportunity to lead a team. I suspect it's because I am Hispanic. I sometimes hear my supervisor tell or laugh at inappropriate jokes, and I can't help but wonder about his racial bias. I have received positive feedback and above satisfactory ratings on my recent performance reports. I have also clearly expressed interest in leadership opportunities."</p> <p>Responses:</p> <ul style="list-style-type: none">• "A) What were the qualifications for the team lead? Do you feel that you met them?• B) Can you find opportunities to exercise leadership in your current role so you'll be able to demonstrate your ability?• C) Do you have leadership experience? Can you tell me about that experience?• D) Are there any other opportunities for leadership on your team or in your organization?" <p>If User selects any of the above letters, the screen displays: "That is correct. In fact, all of the questions are appropriate responses."</p> | |



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Screen 19 – Identifying Barriers

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Unit 2 : Lesson 3 - Diverse Populations : Career Progression Barriers : **Identifying Barriers**

A barrier is **"any employment policy, procedure, practice, or condition, or facet thereof, that limits or tends to limit employment opportunities for members"** of a particular group.

— VA Office of Diversity and Inclusion (ODI)



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| Screen Description | Narration |
|---|--|
| On the right side, the screen displays the course mentor speaking to an employee. | In addition to better understanding yourself and VA employees, it is important that you are able to identify career progression barriers people may face. |
| On the left side, the following text is added to the screen: “A barrier is “any employment policy, procedure, practice, or condition, or facet thereof, that limits or tends to limit employment opportunities for members” of a particular group. —VA Office of Diversity and Inclusion” | By calling attention to potential career obstacles and helping employees develop strategies to overcome them, you are empowering individuals to take charge of their careers. Take a moment to read VA’s definition of a career barrier. When you are finished reading, select the “Next” button to continue. |



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Screen 20 – Types of Barriers

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Unit 2 : Lesson 3 - Diverse Populations : Career Progression Barriers : **Types of Barriers**

Please select each type of barrier to learn more, then select the "Next" button to continue.

Institutional

Individual

Physical

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| Screen Description | Narration |
|--|---|
| <p>On the left side, the screen displays the text "Please select each type of barrier to learn more, then select the 'Next' button to continue" and three types of barriers:</p> <ul style="list-style-type: none">• "Institutional• Individual• Physical" | <p>Barriers can take many forms. For example, barriers can be institutional, individual, or physical.</p> <p>Please select each barrier to learn more. When you are finished, select the "Next" button to continue.</p> |
| <p>When the User selects "Institutional," the following text is displayed:</p> <p>"Institutional barriers can take the</p> | <p>Institutional barriers are organizational challenges that affect employment, development, retention, and promotion of individuals in the workplace.</p> |



| Screen Description | Narration |
|--|--|
| <p>form of:</p> <ul style="list-style-type: none">• Discriminatory Policies (when anti-discriminatory policies are not enforced)• Discriminatory Attitudes (widespread discriminatory beliefs held by colleagues or leaders)” | |
| <p>When the User selects “Individual,” the following text is displayed:</p> <p>“Individual barriers can take the form of:</p> <ul style="list-style-type: none">• Low self-esteem or self-doubt• Lack of career planning• Insufficient education or skill development• Internalization of stereotypes• Fear of failure or fear of success” | <p>Individual barriers are obstacles individuals experience that prevent them from reaching their full career potential.</p> |
| <p>When the User selects “Physical,” the following text is displayed:</p> <p>“Physical barriers can take the form of:</p> <ul style="list-style-type: none">• Lack of reasonable accommodation• Inaccessible buildings or workspaces” | <p>Physical barriers refer to workplaces that may be physically inaccessible or limiting to some employees.</p> |



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Screen 21 – Overcoming Barriers



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Unit 2 : Lesson 3 - Diverse Populations : Career Progression Barriers : **Overcoming Barriers**

Overcoming barriers:

1. Thoroughly understand the employee
2. Direct employee to resources
3. Provide support and encouragement



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| Screen Description | Narration |
|---|--|
| On the right side, the screen displays the course mentor speaking to an employee. On the left side, the screen displays the words “Overcoming barriers” | As a CDF, getting to know the employees with whom you work will better equip you to help them identify and overcome career development barriers. To get to know a person, you must ask them good questions. |
| On the left side, the following text is added to the screen: 1. “Thoroughly understand the employee” | The “Holding Helping Conversations” lesson reviews skills that can help you ask effective questions, listen actively, and respond effectively to gather as much information as possible from the employees with whom you work. |
| On the left side, the following text is added to the screen: | Then, follow-up by directing them to appropriate resources within the organization. The “Career Development Practice” and “Referral Acumen” |



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| Screen Description | Narration |
|--|--|
| 2. "Direct employee to resources" | lessons teach you about valuable VA resources that can help employees in various stages of their career development. |
| On the left side, the following text is added to the screen: 3. "Provide support and encouragement" | Finally, providing employees with the support and encouragement they need to overcome obstacles can be incredibly helpful. The 'Building Rapport and Trust' lesson builds on your existing experience and will provide you with new tools to support employees in the context of career development. Select the "Next" button to continue. |



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Screen 22 – Knowledge Check

| Screen Description | Narration |
|--|--|
| <p>On the right side, the screen displays the course mentor smiling. On the left side, the screen displays instructions and seven dropdown boxes next to seven statements.</p> <p>Instructions:</p> <p>“Please read each employee statement. Use the drop-down menus to indicate whether each employee statement can be considered a career barrier. When you are finished, select the ‘Submit’ button.”</p> | <p>Now, let’s try to identify some potential career barriers that might come up in your work as a CDF.</p> <p>Use the drop-down menus to indicate whether each employee statement can be considered a career barrier.</p> <p>Then select the “Submit” button.</p> <p>When you are finished, please select the “Next” button to continue.</p> |




| Screen Description | Narration |
|---|-----------|
| <p>Statements:</p> <ul style="list-style-type: none">• “I don’t know how to take my career to the next level.• I am afraid that I might fail if I take on new responsibilities.• My supervisor says that the accommodations I need are not reasonable.• I don’t think I deserve to be successful.• I’m not sure how to explain the skills I developed in the military.• I am African American and my supervisor makes frequent derogatory statements about black people.• I don’t have the skills I need to do the job that I want.” <p>Correct answer = ALL</p> <p>If Users selects all “Yes” checkboxes and then selects “Submit,” the screen displays:</p> <p>“You are correct—all of the statements reflect potential career barriers.”</p> <p>If User selects fewer than all the “Yes” checkboxes and then selects “Submit,” the screen displays:</p> <p>“I’m sorry— ALL of the statements reflect potential career barriers.”</p> | |



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Screen 23 – Bibliography








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Unit 2 : Lesson 3 - Diverse Populations : Conclusion : **Bibliography**

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- U.S. Department of Veterans Affairs, Office of Diversity and Inclusion. *LGBT: Key Considerations and Awareness for an Inclusive Workforce*. <http://www.diversity.va.gov/training/files/lgbt-awareness.ppt>

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| Screen Description | Narration |
|---|---------------------|
| <p>The screen displays a bibliography:</p> <ul style="list-style-type: none">• “Association for Multicultural Counseling and Development. Multicultural Counseling Competencies. http://www.counseling.org/Resources/Competencies/Multicultural_Competencies.pdf• Executive Order No. 13583, 76 C.F.R. 52847-49 (2011). Hoffman, Michael. "VA Unveils Website in Push to Hire More Vets. | <p>No Narration</p> |



| Screen Description | Narration |
|--|-----------|
| <p>http://www.military.com/veteran-jobs/career-advice/job-hunting/va-unveils-website-in-push-to-hire-more-vets.html</p> <ul style="list-style-type: none">• Suddarth, Barbara, and Reile, David. Facilitating Career Development: An Instructional Program for Career Development Facilitators and Other Career Development Providers. Broken Arrow, OK: National Career Development Association, 2012.• U.S. Department of Veterans Affairs. 2013 Federal Employee Viewpoint Survey Results. http://www.va.gov/OHRM/docs/2013FEVSReportVA.pdf• U.S. Department of Veterans Affairs, Office of Diversity and Inclusion. Barrier Analysis From the Ground Up. http://www.diversity.va.gov/training/files/barrier-analysis.pptx• U.S. Department of Veterans Affairs, Office of Diversity and Inclusion. Diversity and Inclusion Strategic Plan, FY 2012-2016. http://www.diversity.va.gov/products/files/StrategicPlan.pdf• U.S. Department of Veterans Affairs, Office of Diversity and Inclusion. Generations in the Workplace: Key Considerations for an Inclusive VA Workforce. http://www.diversity.va.gov/training/files/generations- | |



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| Screen Description | Narration |
|--|-----------|
| <p>workplace.ppt</p> <ul style="list-style-type: none">• U.S. Department of Veterans Affairs, Office of Diversity and Inclusion. LGBT: Key Considerations and Awareness for an Inclusive Workforce. http://www.diversity.va.gov/training/files/lgbt-awareness.ppt" | |



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Screen 24 – Conclusion

Career Development Facilitator

Unit 2 : Lesson 3 - Diverse Populations : Conclusion : Conclusion

Congratulations!

You have successfully completed the lesson on supporting career development for VA's diverse workforce.

Learning Objectives

You should now be able to:

- ✓ Define the importance of diversity and inclusion in the workplace.
- ✓ Assess how your own background influences your work as a CDF.
- ✓ Define VA's diverse populations.
- ✓ Identify career development barriers that VA's diverse populations may experience.
- ✓ Identify potential solutions for overcoming career development barriers.

To review what you have learned today and plan your next steps, please consult the following resources:

- [VA ODI Webpage](#)
- Recommended TMS courses:
 - Workplace Diversity Awareness
 - Diversity on the Job: The Importance of Diversity and the Changing Workplace
 - Understanding Workplace Diversity

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| Screen Description | Narration |
|--|--|
| <p>On the left side, the screen displays the following text: “Congratulations! You have successfully completed the lesson on supporting career development for VA’s diverse workforce.” and the Learning Objectives:</p> <ul style="list-style-type: none">• “Define the importance of diversity and inclusion in the workplace.• Assess how your own background influences your work as a CDF. | <p>Congratulations! You have successfully completed the lesson on supporting career development for VA’s diverse workforce.</p> <p>Please review the Learning Objectives and access any resources to reinforce the information covered in this lesson.</p> <p>Select the “Next” button to return to the course homepage.</p> |



| Screen Description | Narration |
|---|-----------|
| <ul style="list-style-type: none">• Define VA's diverse populations.• Identify career development barriers that VA's diverse populations may experience.• Identify potential solutions for overcoming career development barriers." <p>On the right side, the screen displays Resources:</p> <p>"To review what you have learned today and plan your next steps, please consult the following resources:</p> <ul style="list-style-type: none">• VA ODI Webpage• Recommended TMS courses:<ul style="list-style-type: none">○ Workplace Diversity Awareness○ Diversity on the Job: The Importance of Diversity and the Changing Workplace○ Understanding Workplace Diversity" | |