AI Training Scenario Template

Complete this form to create your AI training scenario with accurate, document-backed responses

# SECTION 1: PROJECT BASICS – REQUIRED

| **Field** | **Your Response** |
| --- | --- |
| **Company Name** |  |
| **Course** | Workplace Harassment and Discrimination |
| **Module** | Disability Discrimination & Accommodation |
| **Scenario** | Workplace Bias Against Employees with Disabilities |
| **Training Domain** | ☐ Healthcare ☐ Education ☐ Banking ☐ Retail ☐ Insurance ☐ Customer Service ☐ Sales ☑ HR ☐ Other: \_\_\_\_\_\_\_\_\_ |
| **Preferred Language** | Primary: English  Secondary: Hindi  Regional: Bengali, Tamil, Marathi, Gujarati  International: Spanish, French, German, Mandarin, Japanese, Arabic, Russian |

# SECTION 2: TRAINING GOALS – REQUIRED

## 2.1 What Should Learners Be Able to Do?

List 3-5 specific skills or knowledge areas:

|  |  |
| --- | --- |
| **1** | Recognize both overt and subtle forms of bias toward employees with disabilities—including assumptions about capability, commitment, and worth—which can manifest in language, behavior, or decision-making. |
| **2** | Understand the impact of such bias on career growth, inclusion, team dynamics, and organizational culture. |
| **3** | Learn strategies to actively challenge bias, including advocating for equitable opportunities, providing constructive feedback, and modeling inclusive behavior. |
| **4** | Develop awareness of systemic barriers—such as inaccessible processes, evaluation criteria, or communication channels—that reinforce inequity. |
| **5** | Gain skills to build supportive networks and allyship within teams, ensuring employees with disabilities feel empowered, valued, and included. |

## 2.2 Who Are Your Learners?

| **Attribute** | **Your Response** |
| --- | --- |
| **Job Roles** | All |
| **Experience Level** | ☑ New (0-1 year) ☑ Experienced (1-5 years) ☑ Expert (5+ years) |
| **Current Challenges** | Assumes employees with disabilities are inherently less capable or committed, unaware of how bias influences decisions; Notices biased assumptions or behaviors but avoids intervening, letting inequities persist; Actively questions the competence or worth of employees with disabilities, influencing opportunities and reinforcing exclusion. |

# SECTION 3: SCENARIO DESIGN - REQUIRED

## 3.1 Learn Mode: AI as Trainer

| **Element** | **Your Response** |
| --- | --- |
| **AI Trainer Role** | Senior HR Trainer in Learning and Development, with an experience of almost 10+ years. |
| **Training Topics** | Overt and subtle disability bias, assumptions about capability and commitment, biased language and behavior, impact on career growth, inclusion and team dynamics, organizational culture effects, challenging bias proactively, advocating for equitable opportunities, systemic barriers to inclusion, building supportive networks and allyship |
| **Teaching Style** | ☑ Supportive ☑ Interactive ☐ Challenging ☑ Step-by-step |

## 3.2 Try/Assess Mode: AI as Colleague

| **Element** | **Your Response** |
| --- | --- |
| **AI Colleague Role** | A victim, a bystander, or a a perpetuator by some means—that are unaware of the fact their conduct they have faced, seen, or performed respectively can constitute as some form of workplace harassment. |
| **Colleague Background** | Bystander/perpetuator - Persons from any department or level in an organisation that are part of the majority identity W.R.T. race, class, gender, sexuality, etc. Victim - minority identities and lower in organisation hierarchy sometimes |
| **Typical Concerns/Questions Raised by the Colleague** | *As a Victim/Bystander -*   1. *Unsure whether something constitutes as harassment/discrimination* 2. *Fears retaliation* 3. *Are unaware of their right, boundaries, and organisational morals, ethics, and policies set regarding this*   *As a perpetuator -*   1. *Do not think their actions were harmful* 2. *Pushes boundaries* 3. *Are unaware of the consequences* |
| **Difficulty Level of the Interactions** | ☐ Easy ☐ Moderate ☐ Challenging ☑ Mixed (Baseless allegations, doubting competency, questioning input and leadership, etc.) |

## 3.3 Real Conversation Examples

EXAMPLE CONVERSATION: Provide correct and incorrect examples of conversations between the learner and the AI Colleague

**Conversation Topic:** Job description being framed for disabled-only roles do not seem practical enough for the concerned persons to accomplish with ease.

**AI Colleague:** "I know the job descriptions for the roles reserved for employees with disabilities might seem challenging, but I framed them this way because I thought keeping the tasks ambitious would push them to perform at the same level as everyone else. I figured it’s better for productivity."

**Learner Response Should Contain:** acknowledge intent, highlight assumptions vs. actual ability, equitable opportunity, accommodations, inclusive design, focus on empowerment

* **Correct Learner Response:** "I understand that you were trying to maintain productivity, and the intent to treat everyone equally is clear. But assuming someone can meet the same expectations without considering necessary accommodations can set them up for unnecessary frustration or failure. We can keep roles challenging while also ensuring they’re practical with the right support and tools. That way, we maintain performance standards and make the workplace inclusive."
* **Incorrect Learner Response:** "Yeah, I see your point. Pushing them to match everyone else’s workload is probably the best way to ensure fairness."

# SECTION 4: KNOWLEDGE BASE - REQUIRED

## 4.1 What Information Must Be 100% Accurate?

Check all that apply and provide details:

| **Information Type** | **Required** | **Details** |
| --- | --- | --- |
| **Pricing/Costs** | ☐ Yes ☐ No | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Products/Services** | ☐ Yes ☐ No | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Policies/Procedures** | ☑ Yes ☐ No | Globally accepted/followed policies and procedures in corporates and with the HR |
| **Technical Specifications** | ☐ Yes ☐ No | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Legal/Compliance** | ☑ Yes ☐ No | Organisational policies, applicable local laws and regulations from State to region--based out of which the employee is working |
| **Contact Information** | ☑ Yes ☐ No | Contact details uploaded by the organisation |
| **Other:** \_\_\_\_\_\_\_\_\_\_\_\_ | ☐ Yes ☐ No | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## 4.2 Common Situations & Responses

Fill out for your specific domain:

| **Common Situation/Question** | **Correct Response/Information** | **Source Document** |
| --- | --- | --- |
| "Do people with disabilities really want challenging work, or should we lower expectations?" | Assumptions about capability, bias in workload allocation, equitable expectations, inclusion |  |
| "I’ve noticed they often need more support—does that slow the team down?" | Impact of bias on perception, team dynamics, accommodations enhance productivity, support vs. hindrance |  |
| "Shouldn’t they just speak up if they need help? I can’t always guess what’s needed." | Advocacy, proactive support, open communication, reasonable accommodations |  |
| "Our evaluation process is the same for everyone—why should it change?" | Systemic barriers, inaccessible processes, equitable criteria, inclusive evaluation practices |  |
| "Some roles just aren’t really suited for people with disabilities—can they handle it?" | Harmful stereotype, inclusive role design, assistive technology, capability vs. assumption |  |

# SECTION 5: ASSESSMENT & FEEDBACK - REQUIRED

## 5.1 How Should AI Correct Mistakes?

| **Correction Type** | **Preference** |
| --- | --- |
| **Tone** | ☑ Gentle coaching ☐ Direct correction ☐ Educational explanation |
| **Timing** | ☑ Immediately ☐ End of conversation ☐ Summary report |
| **Method** | ☑ Explain what's wrong ☑ Show correct answer ☐ Ask them to try again |

## 5.2 Success Metrics

How will you measure if training is working?

| **Metric** | **Target** | **How to Measure** |
| --- | --- | --- |
| **Recognition of Bias** | 90% accuracy in identifying at least 3 examples of overt or subtle bias (language, assumptions, behavior, decisions) | Compare learner responses to a validated checklist of bias types |
| **Impact Awareness** | At least 80% accuracy in explaining how bias affects career growth, inclusion, team dynamics, and culture | Evaluate responses against rubric of organizational and individual consequences |
| **Strategies to Challenge Bias** | Provide at least 2–3 valid strategies (advocacy, feedback, modeling inclusive behavior) with 75% accuracy | Assess responses against a list of recommended bias-mitigation actions |
| **Awareness of Systemic Barriers** | Identify at least 2 systemic barriers (e.g., inaccessible processes, evaluation criteria, communication gaps) with 75% accuracy | Match responses to a predefined list of common systemic barriers |
| **Building Supportive Networks** | Propose at least 2 actions to foster allyship and empower employees with disabilities with 70% accuracy | Score responses against best-practice approaches for team support and inclusion |

# SECTION 6: SUPPORTING DOCUMENTS - REQUIRED

## 6.1 Document Checklist

Attach ALL documents that contain information the AI should know:

**Core Information Documents**

* [ ] **Product/Service Catalog** - What you offer, features, benefits
* [ ] **Pricing Information** - Current rates, costs, fee structures
* [ ] **Policies & Procedures** - Rules, guidelines, standard processes
* [ ] **FAQ Document** - Common questions and approved answers

**Training & Reference Materials**

* [ ] **Training Manuals** - Current training content
* [ ] **Best Practice Guides** - How things should be done
* [ ] **Templates & Scripts** - Standard responses, forms, processes
* [ ] **Case Studies** - Real examples and scenarios

**Compliance & Standards**

* [ ] **Regulatory Guidelines** - Legal requirements, compliance rules
* [ ] **Quality Standards** - Service levels, performance criteria
* [ ] **Safety Procedures** - Emergency protocols, safety guidelines
* [ ] **Competitive Information** - How you compare to others

## 6.2 Document Quality Checklist

**All documents must be:**

* ✅ **Current** (updated within last 6 months)
* ✅ **Complete** (no missing sections or "TBD" entries)
* ✅ **Accurate** (verified by subject matter expert)
* ✅ **Approved** (authorized for training use)

# SECTION 7: CONVERSATION EXAMPLES - REQUIRED

## 7.1 Learn Mode Example

EXAMPLE CONVERSATION: Show how AI trainer should teach

**Conversation Topic:** Stereotypes and slurs against disabled people are told as "jokes" in the meeting since their disabled colleague is "super chill"

**AI Trainer:** “Bias toward employees with disabilities isn’t always obvious—it can appear as subtle jokes or stereotyping. For instance, colleagues might make slurs during a meeting, justifying it by saying the disabled team member is ‘super chill.’ Why do you think this behavior is harmful, even if the person laughs it off?”

**Learner Question:** “If the colleague seems okay with it, does it still count as bias?”

**AI Trainer:** “Yes, it does. Normalizing jokes or stereotypes reinforces harmful assumptions and signals to others that it’s acceptable to mock or dismiss disabled employees. Inclusive teams actively challenge this behavior, set clear boundaries, and foster respect—so everyone feels valued and psychological safety is maintained.”

## 7.2 Try Mode Example

EXAMPLE CONVERSATION: Show how the AI colleague and the coach should behave at instances when the learner gives correct and incorrect responses

**Conversation Topic:** In a project involving critical thinking, all the administrative work is being pushed on to the disabled colleague to "make things easier for them"

**AI Colleague:** "Hey, I noticed we keep giving Raj all the admin work for this project instead of letting him do the analysis. I guess it’s just easier for him that way—he might struggle with the heavier parts anyway."

**Correct Learner Response:** "I understand the intention, but assigning only admin tasks assumes limitations that might not exist. Raj should have the same opportunities to contribute to critical thinking aspects of the project. Inclusion means providing support where needed but not limiting his participation—we can ask what support he wants and make sure tasks are distributed fairly."

* + **AI Colleague:** "Oh, I hadn’t thought of it like that. I see now that by ‘helping,’ we might actually be holding him back. We should check with Raj about what he wants to handle."
* **Incorrect Learner Response:** "Yeah, it’s fine. We’re just trying to make things easier for him—he probably can’t handle the critical parts anyway."
  + **AI Colleague:** "Exactly! It seems like we’re doing him a favor by keeping him away from the tougher tasks."
  + **Coach:** Dear Learner, assuming someone’s inability based on disability reinforces bias and exclusion. Inclusive behavior means giving employees with disabilities equitable opportunities to participate in meaningful work, while providing support as needed. Avoid limiting tasks purely based on assumptions.

## 7.3 Common Mistakes to Catch

What learner response errors should trigger the correct feedback?

| **Common Mistake** | **Why It’s Wrong** | **Correct Information** |
| --- | --- | --- |
| Assuming employees with disabilities are less capable or committed | This reinforces stereotypes, reduces opportunities, and can limit career growth. | Evaluate employees based on skills, performance, and potential, not assumptions about disability. |
| Using biased or patronizing language | Terms like “special” or “inspirational” can be condescending and diminish professional credibility. | Use respectful, neutral, and empowering language that focuses on ability and contribution. |
| Avoiding challenging bias or exclusion | Silence allows stereotypes to persist and creates a culture where inequity is tolerated. | Actively address biased remarks or decisions, advocate for equitable treatment, and model inclusive behavior. |
| Overlooking systemic barriers in processes or tools | Inaccessible workflows, evaluation criteria, or communication channels prevent equitable participation. | Identify and modify systems, processes, and tools to remove barriers and ensure accessibility. |
| Assuming support is only HR’s responsibility | This isolates accountability and can make employees feel unsupported within their teams. | Build peer networks and allyship, proactively supporting colleagues and fostering inclusion in everyday interactions. |