

Facilitator Guide

Employment Law Training

**CONFIDENTIAL
SAMPLE**

Objectives

- Make every manager aware of the biggest mistakes that increase the risk of employment-related claims.
- Show how each mistake is a potential opportunity to implement a positive management practice.
- Show how to record – and in some cases not to record – incidents of misconduct or poor performance.
- Understand how Human Resources can be an ally in solving certain management problems.

OVERVIEW FOR INSTRUCTOR

The purpose of this guide is to provide you, the facilitator/instructor, with a step-by-step process for guiding participants through the Employment Law program.

HOW TO USE THIS GUIDE

This guide suggests language to use, questions to ask, and exercises to conduct. Your role is to learn the program, use the parts of this guide that work for you, and further the participant's ability to learn, retain and apply the materials.

Part of this guide is formatted in two columns. Please refer to the body of the guide as you read the following overview.

GUIDE OVERVIEW

The left column contains symbols for using the participant workbook, videos, and easels as well as suggested program timing.

The right column provides directions for you, the facilitator/instructor. In most instances, you will find the basic flow of the program in the form of PowerPoint slides.

The lower half of the chart leaves room for your specific notes and reminders. Use this area to further customize your guide. Suggested language and sometimes specific instructions related to the program may be provided.

Example:

Symbols	Facilitator Instructions
Facilitator Notes	

Content highlights

This Employment Law program is made up of two modules and is designed to teach managers and supervisors how to effectively function in their roles at Grand Canyon University.

- **Module 1: *What You Need to Know***
- **Module 2: *Why You Should Be Concerned***

In addition, in the back of this manual, you will find:

- **Scenarios and games appropriate to this program (which will require copying for the appropriate number of participants).**
- **A class evaluation form (which will require copying for the appropriate number of participants).**
- **A Manager Checklist for avoiding landmines.**

Course delivery

This full program is meant to be taught in approximately three (3) to four (4) hours. You will want to use the icon for timing on the slides to get a feel for how long each of the three modules will take.

Class size

This program works best when training no more than 35 participants per session, but more or less than the ideal number might be options you will have to consider.

Required documentation

- **Participant Guides**
- **Handouts (group scenario activity and games)**

Instructional aids

- PowerPoint slides

- Easel or whiteboard

- Parking lot (a whiteboard or easel that provides space for questions from the class that you might be unable to currently answer, but later will find the answers for the class)

- Colored markers

- LCD projector

- Screen

- Video/TV

- Post-its

- Other

Know who to contact at your location if equipment is not working properly.

- Projector, audio, video

- Contact _____ at extension _____.

What the icons mean...

	This icon = Suggested timing.
	This icon = Easel or whiteboard.
	This icon = PowerPoint slide.
	This icon = Question(s).
	This icon = Participant Guide.
	This icon = Activity or game.
	This icon = Emphasize an important topic.
	This icon = Definitions.
	This icon = Show a video.

Preparation for training...




- **Ensure any separate activity materials are available for day of training.**

In the classroom, before you begin...

- **Set up and test the projector and screen.**
- **Ensure you can access the computer system to obtain training materials.**
- **Practice moving through any PowerPoint slides to ensure everything is working appropriately.**

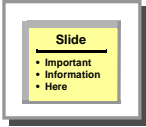
Post the following information on the easel or whiteboard.

- **Course Name**
- **Your name, title and contact information**

<p>Describe Course and Participation Guidelines</p>  <p>5 min.</p>  	<ul style="list-style-type: none">• Inform participants of the following:<ul style="list-style-type: none">- Approximate time and duration of morning, lunch, and afternoon breaks.- Approximate finish time for the course.- Location of restrooms.• Sample Guidelines:<ul style="list-style-type: none">- Return from breaks on time.- Ask if you require additional clarification during the instruction.- Turn cell phones off or place on vibrate.• State that this course is designed to be interactive. Your level of participation will impact its success and how much you take away.• Distribute Participant Guides if trainees don't already have them.
<p>Notes</p> <p>Don't forget.....</p> <ul style="list-style-type: none">• You should have a "parking lot" for questions that need further answers.• Pass out participant handbooks.	



_____ min.



EMPLOYMENT LAW

What You Need to Know

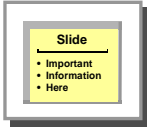


1

Notes



_____ min.



SESSION CONTENT

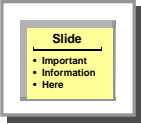
- Responsibilities as a manager
- Employment laws overview
- Hiring guidelines
- Workplace guidelines
- Avoiding landmines

2

Notes



_____ min.



OBJECTIVES

- Make every manager aware of the biggest mistakes that increase the risk of employment-related claims.
- Show how each mistake is a potential opportunity to implement a positive management practice.
- Show how to record – and in some cases not to record – incidents of misconduct or poor performance.
- Understand how Human Resources can be an ally in solving certain management problems.

3

Notes



_____ min.

RESPONSIBILITIES AS A MANAGER

- Managing with respect
- Value differences
- Consistency
- Trust

4

Notes

Facilitator Points:

Consistency: Need to be fair and equitable.

Trust: Both trust placed in you by GCU to be ethical and model good leadership Practices.

Trust is also earned by you with your employees. They expect fair and equitable treatment.

EMPLOYMENT LAW FEEDBACK

Please take a few minutes to give us some feedback on the *Employment Law* program you just completed. In addition to helping us make future programs more productive, your feedback will help us track whether or not this training is making a difference. We appreciate the time and effort you put into this information.

For each item below, please rate your knowledge/expertise both before the *Employment Law* program and after.

BEFORE TRAINING	TOPIC	AFTER TRAINING
None.....Very Good 1 2 3 4 5		None.....Very Good 1 2 3 4 5
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Employment laws in general.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Key issues with regard to employment laws.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	GCU's company policies with regard to employment laws.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	What actions to take in challenging situations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Hiring Guidelines		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Specifics of hiring guidelines.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Appropriate questioning during interviews.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Illegal questions areas.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Guidelines of ADA discrimination.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	What questions constitute age discrimination.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
ADA Guidelines		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Specific parameters around prohibiting ADA discrimination.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Specific parameters around mental disabilities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Work Practices Guidelines		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	What constitutes harassment or a hostile environment.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Compensation and other employment terms, conditions and privileges.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Segregation and classification of employees.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Benefits regarding age.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Providing religious accommodation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	"Reasonable" accommodation for disabilities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Drug and alcohol guidelines.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Electronic monitoring.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ethical/moral situations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Retaliation guidelines and practices.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

BEFORE	TOPIC	AFTER
None.....Very Good 1 2 3 4 5		None.....Very Good 1 2 3 4 5
Why You Should Be Concerned		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Triggers for class action lawsuits.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Avoiding Litigation Landmines		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Parameters around documenting.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	How to counsel and train employees.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Recognize evidence and know what to do with it.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Employee evaluation guidelines.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	When to consult Human Resources.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	What constitutes inappropriate electronic messaging.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Consistent treatment of employees.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ex-employee situations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Oral and written references.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Please rate the usefulness of the following components of the program.

USEFULNESS	COMPONENT
Not at All.....Great	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Program materials
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. Program pace
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3. Interaction with instructor
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4. Interaction with colleagues
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5. Exercises/Activities
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6. Video(s)
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7. Group discussions

How easy will it be for you to use the skills and information you acquired in this program?
Why?

What one or two points from the *Employment Law* program do you anticipate being most valuable? Why?

How will you know you are successful at handling your challenging situation?

How would you improve this program?

Any other comments:

Your Name (Optional)

Date