



United States Office of Personnel Management

Introductory Training on Lesbian, Gay, Bisexual and Transgender (LGBT)

Inclusion in the Government Programming and Workplace

Facilitators Guide

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Facilitator Brief

Course Introduction

The United States Government supports the inclusion of the LGBT community and champions diversity in all its forms. We do this because we believe in the equal treatment of everyone and know that having diversity of backgrounds, opinions and viewpoints enriches our decision making process.

Objectives

The LGBT Training Course is designed to provide a foundation to include and sustain the LGBT members in your workforce. At the end of this course, you will have a better understanding of:

- **Terminology relating to the LGBT community**
- **Workplace policies**
- **Expectations regarding the LGBT community**

Facilitator's Preparation

- Read the Leader's Guide and make notes on questions you might ask and how you will introduce certain material.
 - Coordinate training facilities, equipment, & room setup (no tables, semi-circle)
- Coordinate with co-facilitator
 - Roles and responsibilities
 - Meeting times & locations
- Prepare materials(see below) for each participant

Materials

- PowerPoint Presentation and Projector
- Internet access for videos
- Name tags
- Chart Paper
- Markers
- Class Roster
- Evaluation

Note: Words in *italic* in this guide should be shared with the participants. Words not in italic are information and actions for the facilitators. **Words bolded in red show physical actions for the facilitators. Unbolded words in red identify materials to use in the discussion.**

I. Introductions (15 Minutes)

Facilitator states: *Welcome to the introductory training course on Lesbian, Gay, Bisexual and Transgender LGBT) Inclusion in the Government Programing and Workplace. At the end of this course, you will have a better understanding of:*

- **Terminology relating to the LGBT community**
- **Workplace policies**
- **Expectations regarding the LGBT community**

My name is (state your name) and I will be facilitating your course today along with (state co facilitators name).

*Before we get started with the course, let's learn who is in the room. (Have each person state their name, if they know someone in the LGBT community, and what they think is meant by the word "inclusion" when speaking of diversity. **Chart the answers on the flip chart**)*

Materials Needed

- a. **Chart paper**
- b. **Markers**

Facilitator Transition: *Next, before we begin, let's define our community agreements.*

II. **Community Agreements** (10 Minutes)

Facilitator Says: *Our dialogue today can be sensitive in nature. What are some guidelines that we should agree to for the time that we are together in this room? (Some examples may be: One person speaks at a time, Cell phones off, Open-mind (chart the answers))*

Chart the answers on the flip chart

Materials Needed

- c. **Chart paper**
- d. **Markers**

III. **Slide presentation**

Let's start our training by watching a quick video.

- a. (play video on slide2)

Facilitator Says: *The training today contains information on the lesbian, gay, bisexual and transgender issues. LGBT is the acronym for lesbian, gay, bisexual and transgender. There*

may be terms that you do not know. We ask that you enter this training with an open mind. (slide3)

- *This training refers to “sexual orientation and gender identity.” Participants should be aware that “sexual orientation” means one’s emotional or physical attraction to the same and/or opposite sex. Gender identity” refers to a person’s inner concept of self as being a man or woman. (slide4)*

(Play video – slide5)

Facilitator Says: *As we discussed earlier, the goal of today’s training is to inform you on the government workplace policies and expectations regarding LGBT employees. (slide6)
In this training, the emphasis is placed on the government policy regarding nondiscrimination to the LGBT employees. Personal objections to sexual orientation or gender identity cannot be imposed on employees and cannot be used to obstruct nondiscrimination laws, policies or diversity activities. (slide7)*

This training is not aimed to change your religious beliefs or personal values. We are diverse in nature of our beliefs and personal values. And we must remember that the U.S. Government prohibits discrimination, among other things, on the basis of religion, sexual orientation and gender identity. No one can or should ask an employee to change their religious beliefs regarding sexual orientation or gender identity. (slide8)

First we will learn terminology; we will discuss inclusion of the LGBT employees in the government workplace, some challenges and guidance that occurs in including the LGBT community in the workplace, strategies and best practices, and finally some resources for more information. (slide9)

Facilitator Says:

Let’s discuss some generally recognized terms. These terms may not identify with all LGBT community members. There are many factors that impact the way people choose to self-identify as well as be open about their identity. (slide10)

- **Sexual orientation** *refers to a person’s emotional, romantic, and sexual attraction to people of a particular sex. Categories of sexual orientation include heterosexual, homosexual, and bisexual.*
 - *A **heterosexual** person is attracted to people of the opposite sex. These people are also referred to as “straight.”*
 - *A **homosexual** person is attracted to people of the same sex. These people are also referred to as gay men or lesbian women.*
 - *A **bisexual** person is attracted to people of both sexes. (slide11)*

Lesbians are homosexual women who are emotionally, romantically, and sexually attracted to other women. Gay men are emotionally, romantically and sexually attracted to other men. Gay is used to refer to homosexual men, lesbian and bisexuals. (slide12)

- *The term **gender identity** refers to a person's inner concept of being a man or woman.*
- ***Gender expression** refers to how one presents him or herself in society as a man or woman. Gender expression includes how a person dresses and acts. (slide13)*
- ***Transgender** is an umbrella term that refers to all people whose gender identity and/or expression are different than the expectations of the culture in which they live.*
 - *A transgender male is a person who was identified as female at birth but whose authentic sense of gender is male.*
 - *A transgender female is a person who was identified as male at birth but whose authentic sense of gender is female.*
 - *Transphobia is fear, hatred, discrimination and violence against transgender individuals. (slide14)*
- ***"Coming out"** is the personal process of accepting and informing others that you are lesbian, gay, bisexual, and/or transgender.*
- *Being **"closeted"** or **"in the closet"** refers to the state of secrecy or cautious privacy regarding one's sexual orientation or gender identity.*
- ***"Outing"** refers to telling people that someone else is LGBT without that person's permission.*
- *An **"ally"** is a person who openly supports the equal treatment and full human rights of LGBT people.*
- ***"LGBT"** is an acronym that stands for lesbian, gay, bisexual, and transgender. (slide15)*

Facilitator says: *Let's test our knowledge on what we have learned thus far. Blank refers to homosexual men. This is also used to refer to lesbian and bisexual people. (Ask for volunteers to answer the question. (slide 16) **Gay** is the correct answer (slide 17) Blank refers to a person's inner concept of self as being a man or woman. (slide18) (Once again, ask for volunteers to answer the question and repeat the process throughout the presentation where applicable. The correct answer is **gender identity** (slide19)*

*Slides 20- 21: Blank is an umbrella term that refers to all people whose gender identity or expression is different than the expectations of the culture in which they live. (Answer: **Transgender**)*

*Slides 22-23: Blank refers to a person's emotional, romantic and sexual attraction to people of a particular sex. (Answer: **Sexual Orientation**)*

Facilitator Transition: *Now that we have learned some terminology, let's talk about the government policy, some challenges and some guidance in creating an inclusive workplace. (slide24)*

Facilitator asks: *Who would like to volunteer to read the first two lines on this slide? (Have participant read aloud). Who would like to read the top bullet U. S. Federal laws....? (Have participant read aloud. Repeat process for the last bullet.)*

Facilitator says: *The Notification and Federal Employee Antidiscrimination and Retaliation Act of 2002(also known as the No FEAR Act)* *is a reminder that U.S. Government employees are protected from discrimination and retaliation for engaging in protected activity. (slide25)*

Slide 26: Review agency discrimination policy here

Facilitator transition: *Let's hear from the Director of Diversity and Inclusion for the Office of Personnel Management. (Play video, slide27)*

Facilitate quiz in the same manner as before:

Slides 28 and 29

1. *The U. S. Government provides equal opportunity in all employment practices regardless of race, color, religion, sex (including pregnancy or gender identity), national origin, age, sexual orientation, disability, genetic information, marital status, parental status, or political affiliation. (true)*
2. *In my official capacity as an employee of the United States Government, it is legally permissible for me to discriminate against LGBT people. (false)*

Facilitator says: *Let's see how this workplace challenges slide compares to what we wrote earlier this morning. (Have a short dialogue on what was written earlier to what is on the slide30)*

Facilitator says: *Let's talk about how we can create a workplace where everyone feels safe and respected. Regardless of our differences, it is everyone's responsibility to create a respectful and inclusive workplace that:*

- *Promotes productivity and employee morale*
- *Encourages staff to stay with the organization*
- *Promotes our shared values (slide31)*

Behaviors that can be offensive include:

- *Telling jokes or mocking physical attributes, behaviors, mannerisms or voices*
- *Asking questions of LGBT people that you would not ask of those not in the LGBT community*

- *Questioning the authenticity of someone who tells you that they are a member of the LGBT community*
- *Using terms related to the LGBT community in a derogatory manner (slide32)*

Facilitator Transition: *Now let's talk about appropriate ways to promote inclusion.*

- *Educate yourself on LGBT issues, especially as they pertain to your agency.*
- *Respect the privacy of LGBT employees – maintain confidentiality if asked. (slide33)*
- *Learn and use appropriate terminology to describe and refer to the LGBT community.*
- *Do not assume that everyone around you is heterosexual (straight). Make sure you use gender – neutral language when discussing someone's partner until you are certain of their sex. (slide34)*

Facilitator says: *It is imperative that we remember that harassment is a form of illegal discrimination. One's conduct can be considered unwelcome if it interferes with a person's ability to do his or her job. If you believe you have witnessed or are a victim of harassment in the workplace, please:*

1. *Promptly report any incident of alleged harassing conduct to the employee's direct supervisor; or*
2. *If the employee does not feel comfortable reporting to his or her immediate supervisor, promptly report the incident of alleged harassing conduct to another management official in the employee's chain of command; or*
3. *If the employee does not feel comfortable reporting to another management official in the employee's chain of command, promptly report to any management official.*

Note: **Some agencies have special alternative channels within management for reporting such incidents (e.g., ombudspeople and Anti Harassment Coordinators). Employees can also contact other offices (e.g., EEO, IG, OSC) if they feel their complaint is not adequately addressed by management. (slide35)**

Facilitator says: *If you are a supervisor, you have a legal responsibility to*

- ✓ ***Take the report seriously.***
- ✓ ***Listen, sympathize, but don't judge.***
- ✓ ***Remember, any information shared can be used in court proceedings.***
- ✓ ***Ensure that the behavior stops immediately.***
- ✓ ***Document all actions.***
- ✓ ***Notify your supervisor.***
- ✓ ***Present facts only as you've heard and observed. (slide 36)***

Facilitator asks: *Who would like to volunteer to read the first bullet on this slide? (Have participant read aloud). Who would like to read the second bullet? (Have participant read aloud. Repeat process for the next two bullets). (slide37)*

Facilitator says: ***If you observe, are informed of, or reasonably suspect discrimination and harassment, you must report it.** Here is the contact information for (the name of your EEO Office, e.g., Civil Rights Office, etc). (slide38)*

Facilitator says: ***You have the right to file a Prohibited Personnel Practice complaint for discrimination based on conduct that does not affect job performance, which includes discrimination based on sexual orientation and gender identity.** Here is the contact information for OSC (slide 39)*

Slide 40 – Show video from Agency EEO Director

Facilitator transition: *Let's check our knowledge of what we have learned. Who would like to answer this question?*

Facilitate quiz in the same manner as before:

2. *Lately you've heard rumors that a transgender colleague is receiving threatening emails and notes at work. What do you do? (Answer: A) (slides 41 and 42)*
3. *A new male colleague you have never met states he is going to dinner with his partner. Since you have never seen his partner before, how do you determine his partner's name? (Answer: A) (slides 43 and 44)*

Facilitator Says: *On June 26, 2013, Section 3 of the Defense of Marriage Act of 1996 was ruled unconstitutional (UNITED STATES v. WINDSOR). This Supreme Court ruling allowed OPM to provide those in same sex marriages the benefits that had previously only been offered to those in opposite sex marriages.*

On June 26, 2015, the Supreme Court held that The Fourteenth Amendment requires states to license a marriage between two people of the same sex and to recognize a marriage between two people of the same sex when their marriage was lawfully licensed and performed out-of state. (slide 45)

This includes use of medical facilities abroad for the Foreign Service, medical evacuations and including your spouse in the family size for housing allocations. (slide 46)

The Federal government approach includes:

- *Protecting LGBT people from violence, discrimination, humiliation and insecurity.*
- *Promoting the recognition of the legal rights for LGBT people.*

- *Encouraging equal access to health care, education, and other basic services for LGBT people.*(slide 47)

This slide provides some of the best practices that agencies are using to include LGBT in the workplace. (Pause for the participants to review - Slides 48 and 49)

This last slide provides a list of resources that you can use for more information. (slide50)

IV. Wrap up and Evaluations (15 Minutes)

Facilitator says: *I would like for each person to share one takeaway from today's session. (Go around the room and allow each person to share something they learned today. Pass out evaluations and thank them for attending.)*