

Diversity Workshop for Employees and Managers



with examples and
hands-on exercises

WEBUCATOR

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Class Files

Download the class files used in this manual at

<https://static.webucator.com/media/public/materials/classfiles/DIV111-1.3.1.zip>.

Errata

Corrections to errors in the manual can be found at

<https://www.webucator.com/books/errata/>.

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LESSON 1

Understanding Diversity

Topics Covered

- The definition of diversity and other related terms.
- The advantages and complications of diversity in the workplace.
- How to assess self-awareness of diversity.
- A general history of diversity in the workplace.
- The laws that protect against diversity discrimination.

Introduction

Diversity is important in the workplace. Diverse and inclusive organizations outperform their competition and attract top talent. It is important to understand what diversity is and how to promote and manage the differences between individuals. This lesson discusses the definitions of diversity and how the laws protect individuals and groups, as well as the advantages and challenges associated with diversity in the workplace.



1.1. What Is Diversity?

"Diversity" can be defined as the existence of different or unique qualities and characteristics. Workplace diversity focuses on the unique qualities that each individual offers to the team. People in an organization have similarities and differences based on every possible type of criteria. These criteria could be based on:

1. Cultural background.
2. Age.
3. Gender.
4. Work experience.
5. Parental status.

6. Education.
7. Ethnicity.
8. Any other method of describing groups or individuals.

It is important to recognize that this is not a racial or cultural issue. Diversity includes a much broader list that incorporates anyone who brings a different opinion or skill to the group. Diversity can be a great benefit to a company, but some individuals may perceive these differences as a hindrance.

Leaders should recognize the emotions and attitudes that employees have about diversity and help each individual understand the value of a diverse workforce.

❖ 1.1.1. Other Workplace Diversity Terms

Common terms that are used when discussing diversity include:

1. *Equity*: Striving for equity in the workplace means ensuring justice, impartiality, and fairness in every aspect of the organization.
2. *Inclusion*: An inclusive organization welcomes supporters and encourages all individuals to participate. A well-known explanation of all inclusion comes from Verna Myers: "Diversity is being invited to the party; inclusion is being asked to dance."
3. *DEI*: The acronym is used to refer to Diversity, Equity, and Inclusion.
4. *Different*: This is a term that has both positive and negative connotations. It is important to embrace differences and learn from others that are different instead of being intimidated or frightened by their differences.
5. *Unique*: To describe an individual as unique means that they are different, but also extraordinarily special. A unique or rare piece of art is treasured and priceless. Humans should be valued that same way.
6. *Cultural Awareness*: Understanding and respecting different cultural values is important, but it alone does not make a workplace diverse.
7. *Stereotypes*: Merriam-Webster defines stereotype as a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgement. It is essential to overcome the process of stereotyping and promote the unique values that each individual brings to the table.
8. *Bias*: Bias is prejudice in favor of or against a particular person or thing.

❖ 1.1.2. Advantages

Diversity is highly beneficial to companies for many reasons:

1. Studies have shown that more diverse organizations perform better financially. A 2015 study from McKinsey and Company found that the companies with the most racially and ethnically diverse leadership are 35% more likely to report earnings above their industry median.
2. A diverse team means more opinions and ideas, more solutions, and more creativity.
3. Different people with different backgrounds offer more options so managers can decide the most efficient and advantageous path to take.
4. Co-workers can learn from one another and the team grows and becomes stronger because of its diversity.
5. Top talent tends to be attracted to companies that value DEI.
6. Diversity, Equity, and inclusion helps reduce discrimination and, in turn, reduces conflicts and lawsuits.
7. Valuing diversity promotes a positive business image.

❖ 1.1.3. Dealing with Complications

Not everyone is open to diversity. Negative attitudes and behaviors can cause major complications in a diverse workforce. Managing these complications includes protecting against discrimination and prejudices.

These complications can cause failures in working relationships, decreased productivity, and overall lack of motivation in the team. Managers and employees must overcome these obstacles and promote diversity in a positive manner.

Organizations can take steps proactively encourage diversity, equity and inclusion:

1. Build a diverse leadership team that supports DEI initiatives.
2. Recognize and respect cultural and religious practices.
3. Create spaces and opportunities for employees to have their voices heard.
4. Review and strengthen your company policies.
5. Assess the physical work environment to ensure the space is inclusive.
6. Eliminate bias in company processes such as hiring and evaluations.



Exercise 1: What Is Diversity? Review



10 to 15 minutes

Answer the following questions.

1. True or False: Diversity is about helping minorities and only involves different races and cultures.
2. Which of the following is an example of diversity in the workplace?
 - A. A team of individuals that represent different generations.
 - B. Men and women working together on a project.
 - C. A department of employees from many different cultural backgrounds.
 - D. A group of employees with varied levels of work experience and education.
 - E. All of the above.
3. Which of the following diversity terms means that someone is different but extraordinary?
 - A. Different
 - B. Unique
 - C. Cultural Awareness
 - D. Stereotype
4. Which of the following diversity terms is a hurtful label that is attached to certain groups because of a certain characteristic or genetic background?
 - A. Different
 - B. Unique
 - C. Cultural Awareness
 - D. Stereotype

Solution

1. False. Diversity does include different races and cultures, but it also includes much more, like gender, age, parental status, and more.
2. E. All of the listed examples are accurate representations of diversity in the workplace. Diversity includes many different characteristics of people.
3. B. Unique
4. D. Stereotype

Exercise 2: What Is Diversity? Constructive Thinking

 10 to 15 minutes

1. Seek out a co-worker who you do not know well. Discuss the concept of respect. What does it mean for you to show respect? What does it mean for you to be shown respect? After each pair has formed their ideas about respect, the group should come together to discuss. What ideas did everyone come up with?
2. Group Discussion: Think about a time you were working (or playing) in a diverse group of people.
 - A. Were there any challenges because the group was diverse?
 - B. Were there any benefits resulting from the diversity of the group?

Solution

1. Responses may include treating others as you would want to be treated, valuing an individual's ideas and opinions even if you do not agree, giving honest feedback, understanding a person's identity and needs. Respect also includes respecting confidentiality, including the thoughts and ideas that are shared in class today.
2. Group Discussion: The discussion might include challenges resulting from misunderstandings, biases, assumptions about others, and prejudices. And benefits resulting from having a greater variety of perspectives and ideas.

*

1.2. Diversity Self-awareness

Corporate policies and government regulations can provide structure and try to promote diversity, but the ability to build meaningful relationships and interact with one another is a completely different topic that is more difficult to learn.

It is important to understand and be aware of how your behaviors or attitudes can affect another individual. The ability to analyze your own identity, biases and feelings toward stereotypes is not an easy skill to master.

It requires being completely honest with one's self and also showing empathy for others who are different. Few people like to admit that they have biases or are prejudiced in some way. Formally acknowledging these biases is the first step in changing the discriminatory behavior.

Here are some questions that an individual can use to self-assess their ability to embrace diversity:

1. Do you know your own cultural background?
2. What unique characteristic or cultural trait do you bring that can benefit the team?
3. What common stereotypes can you think of?
4. Do you actively seek out people who are different than you to learn from them?
5. Do you ever visualize yourself in another person's situation and empathize with that individual?
6. Do you value a person by their contributions or do you use other criteria?
7. Do you enjoy working with individuals with different accents and different cultural backgrounds?

These questions are merely a starting point for an individual to begin looking within and discovering their current comfort level with diversity. Once individuals are honest with themselves, they can begin to recognize opportunities for personal growth and start changing their behavior in the workplace.

Exercise 3: Understanding Diversity Self-awareness

 10 to 15 minutes

Answer the following questions.

1. If someone has biases can they still be successful in promoting diversity in the workplace?
2. What is the key to diversity self-awareness?
 - A. Answering specific questions.
 - B. Knowing stereotypes.
 - C. Being honest with yourself.
 - D. Being a nice person.

Evaluation
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Solution

1. Yes. Everyone has biases and understanding one's own biases helps change behaviors and embrace diversity.
2. C. Being honest with yourself

*

1.3. History of Diversity in the Workplace

Diversity is not a new term, but it is a somewhat new topic in the workplace. So why is it important? Where did it come from?

From the birth of the United States, the workforce was commonly seen as a white male environment. This started to change slowly because of different historical events over time. Women joined the workforce during war time. The abolishment of slavery and civil rights laws supported minorities joining the workforce and earning a stronger voice in the process.

The following are major points in history that dramatically increased diversity in the workplace:

1. President Abraham Lincoln's Emancipation Proclamation in 1863 declaring the freedom of slaves and the 13th Amendment that followed was adopted in 1865 outlawing slavery.
2. In 1913, Henry Ford offered \$5 a day (twice the typical daily wage) to attract immigrants and African Americans. By 1916 Ford's employees represented 62 nationalities, and he also employed over 900 people with disabilities.
3. Women joined the workforce in great numbers in 1917 when American men went to war.
4. The Women's Bureau of the Department of Labor formed in 1920.
5. President Harry S. Truman integrated the military in 1948.
6. In 1961, President John F. Kennedy improved hiring practices for women and established maternity leave.
7. In 1963, the Equal Pay Act was signed, which made it illegal to pay a woman less than a man for the same job.

8. President Lyndon B. Johnson signed the Civil Rights Act in 1964, which prohibits discrimination in many aspects of employment on the basis of race, color, religion, sex or national origin.

Americans continue to evolve and strive toward a discrimination-free world and a successful work environment. There are many more equal opportunity laws in place now which help promote diversity, but these do not guarantee equality in the workplace. The responsibility falls on each and every employer and employee to protect and respect one another.

Exercise 4: Understanding the History of Diversity

 5 to 10 minutes

Answer the following questions.

1. When was the Women's Bureau of the Department of Labor formed?
 - A. 1920
 - B. 1948
 - C. 1917
 - D. 1964
2. How did President Kennedy improve diversity in 1961?
3. True or False: Improved work conditions and equal opportunity laws which help promote diversity, do not guarantee equality in the workplace.

Evaluation
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Solution

1. A. 1920
2. In 1961, President John F. Kennedy improved hiring practices for women and established maternity leave.
3. True. The responsibility falls on each and every employee to protect and respect one another.

*

1.4. Diversity Laws

Many different laws protect against diversity discrimination. Some of the most significant Acts protecting individuals from discrimination include:

1. Title VII of the Civil Rights Act of 1964 prohibits employment discrimination based on:
 - A. Race.
 - B. Color.
 - C. Age.
 - D. Religion.
 - E. Sex.
 - F. National origin.
2. The Americans with Disabilities Act of 1990
 - A. This act protects applicants and employees with disabilities from discrimination in many aspects of employment on the basis of disability.
 - B. The law also requires that employers provide applicants and employees with disabilities with reasonable accommodations in the workplace.
3. The Age Discrimination in Employment Act of 1967
 - A. This act protects applicants and employees 40 years of age or older from discrimination on the basis of age.
4. The Equal Pay Act of 1963
 - A. This act prohibits gender discrimination and enforces equal wages for women and men performing equal work in the same establishment.

Evaluation
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All of these laws also protect against retaliation. Retaliation is any kind of negative backlash against a person who reports discrimination or opposes discriminatory behavior.

Exercise 5: Understanding Diversity Laws

 5 to 10 minutes

Answer the following questions.

1. Title VII prohibits employment discrimination based on all of the following except which one?
 - A. Race
 - B. Color
 - C. Age
 - D. Religion
 - E. Parental status
 - F. Gender
 - G. National origin
2. The Americans with Disabilities Act of 1990 protects individuals with disabilities from discrimination, and require that employers do what?
3. The Age Discrimination in Employment Act of 1967 protects applicants and employees from discrimination on the basis of age. What ages are protected?
 - A. All ages
 - B. 40 years of age or older
 - C. 18 years of age or older
 - D. 18 years of age or younger
4. The Equal Pay Act of 1963 requires companies to pay employees the same wages when performing equal work in the same establishment. This law requires equal pay between which diversity groups?
 - A. Employees from different cultural backgrounds
 - B. Employees from different age groups
 - C. Women and Men
 - D. Employees with different religious beliefs

Solution

1. E. Parental status is not protected under Title VII but it is a diversity category.
2. Employers must provide applicants and employees with disabilities with reasonable accommodations in the workplace.
3. B. 40 years of age or older
4. C. Women and men

Conclusion

In this lesson, you have learned:

1. The definition of diversity and other related terms.
2. The advantages and complications of diversity in the workplace.
3. How to assess self-awareness of diversity.
4. A general history of diversity in the workplace.
5. The laws that protect against diversity discrimination.

Evaluation
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LESSON 2

Cornerstones of Diversity

Topics Covered

- How to describe the four cornerstones of diversity.
- How to implement the four cornerstones of diversity.

Introduction

Diversity experts Armida Russell, Amy Tolbert, and Frank Wilderman have identified four cornerstones of diversity. They are:

1. Knowledge.
2. Understanding.
3. Acceptance.
4. Behavior.

In this lesson we will discuss each of these cornerstones in detail.



2.1. Knowledge

Knowledge is the starting point to embracing diversity in the workplace and in the world. The more information learned about other cultures and different types of people, the more comfortable you will be interacting with these groups.

Some of the best sources to increase knowledge of different types of people are:

1. *Films/movies*: There are many movies that share opinions and facts regarding stereotypes and different cultures.
2. *Books*: Just like movies, books are a great way to learn about people who are different from us.
3. *Magazines*: Certain magazines give information about current events and history to help increase knowledge of people.

4. *Internet*: This can be a great resource, but can also supply more opinion than fact. Just like any resource, make sure to understand the author's intent and make educated decisions to decide if the information is fact or fiction.
5. *Museums or memorials*: These places are excellent for learning history in a more visual form.
6. *Travel*: Experiencing different cultures and places firsthand is a great way to increase knowledge.
7. *Talking to different people*: Having a conversation with people who are different from you can be an easy and efficient way to learn. Whether they be a different age, a different race, a different gender, different culture, or different from you in any other way, talking to them is a great way to learn about them and to find similarities.

Gathering information from these resources increases knowledge and impacts interactions with different groups and people. The more knowledge individuals have about the world around them, the greater the chance of positive relationships in the workplace and also in day to day life.

Exercise 6: Understanding the Knowledge Cornerstone

 5 to 10 minutes

Answer the following questions.

1. Which of the following is a good way to learn about current events and history to help increase knowledge of people?
 - A. Read magazines
 - B. Travel
 - C. Watch movies
 - D. Go to museums
2. Which of the following can supply more opinion than fact, so it is important to decide if the information is fact or fiction?
 - A. Talking to different people
 - B. Museums and memorials
 - C. Internet
 - D. Movies
3. Think about a movie, book, article, experience, or other person that or who helped you learn about diversity. Reflect on this experience and what you learned.

Evaluation
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Solution

1. The best answer is A. Read magazines
2. In many situations you need to determine whether the information is factual, but the best answer is C. Internet.

*

2.2. Understanding

Once there is a solid foundation of knowledge, an individual can begin to understand how their actions affect other people's feelings. Also, understanding why a person acts a certain way increases empathy.

The best way to understand and empathize with diverse groups is to put yourself in their shoes. Here are some ideas to try:

1. Try using a wheelchair for a day.
2. Volunteer at an assisted living home or a place with people who represent different generations.
3. Talk to people from different groups. Ask questions and listen to stories.
4. Research different religions. Attend a religious service and listen to the different opinions and beliefs.
5. Try foods from different parts of the world. Discover what traditions or special meanings are associated with the different foods. Some foods have cultural stories.
6. Attend or volunteer at a Special Olympics event.
7. Attend a women's rights conference or meeting. Listen and talk to the attendees.

By increasing understanding and learning to empathize we see how different people view the world and we are less likely to judge others.

Exercise 7: Understanding the Understanding Cornerstone

 10 to 15 minutes

Answer the following questions.

1. To understand diversity means you can see how different people view the world and you can _____?
 - A. Visualize
 - B. Empathize
 - C. Sympathize
 - D. Recognize
2. Which of the following would be a good way to better understand someone with a disability?
 - A. Volunteer at the Special Olympics
 - B. Learn sign language
 - C. Try using a wheelchair
 - D. Any of the above
3. How can trying foods from different parts of the world increase your understanding of diversity?
4. Think of an experience you have had that helped you understand someone else. Reflect on this experience, including how and what it helped you understand.

Evaluation
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Solution

1. B. Empathize
2. D. Any of the above
3. You can discover traditions, special meanings, and cultural stories associated with the different foods.



2.3. Acceptance

Acceptance does not mean you have to agree with someone. You may disagree with an individual or group's religious or political beliefs or even their sexual orientation, but you can still accept them and respect them for who they are.



Developing acceptance skills means broadening your view points. To do this, consider:

1. Seeking out different opinions and views on politics, religion, and human issues. Listen to these opinions and remember that you do not need to agree.
2. Observing the world around you, including children and seniors, women and men.
3. Listening more than you speak.

Acceptance creates the potential for success for everyone. Not only will you learn more when adopting a more open minded approach, but you also welcome the possibility of new ideas and creativity from new sources. When people with different talents and ideas respect each other and work together, ingenuity thrives.

Exercise 8: Understanding the Acceptance Cornerstone

 5 to 10 minutes

Answer the following questions.

1. True or False: Acceptance means that you condone another person's view or behavior.
2. What is a good way to develop your acceptance skills and broaden your view?
 - A. Seek out different opinions on politics.
 - B. Observe different religions.
 - C. Listen to the viewpoints of people of the opposite sex.
 - D. All of the above.
3. Think about a belief others hold that you personally disagree with. Think about some reasons someone might hold this belief. Now imagine someone you respect holding this belief for these reasons. Can you accept that this person holds this belief and still respect this person?

Solution

1. False. You can accept someone without agreeing with them.
2. D. All of the above.

*

2.4. Behavior

The three cornerstones we just discussed all build skills that will help you change your behavior to be more respectful of diversity in the workplace and elsewhere.

1. Knowledge: You have increased your knowledge about different types of people and groups.
2. Understanding: You understand how your actions affect other people.
3. Acceptance: You accept and respect people for who they are, and realize that you do not have to agree with them.

Take what you have learned from these cornerstones and make appropriate changes to your behavior. The behavioral changes support diversity in the workplace and create stronger working relationships.

Exercise 9: Understanding the Behavior Cornerstone

 15 to 20 minutes

Answer the following questions:

1. True or False: The previous three cornerstones all build up towards changing behaviors.
2. Behavioral changes help support diversity and create what?
 - A. Mistrust
 - B. Stronger working relationships
 - C. More work
 - D. Empathy
3. Can you think of a behavior you can change that will help you grow from the perspective of understanding, accepting and benefiting from diversity in your life? If you are comfortable doing so, share with the group or with a friend what you could change and how it would benefit you.

Evaluation Copy

Solution

Exercise Solutions

1. Your instructor will lead a discussion in class.
2. B. Stronger working relationships.

Conclusion

In this lesson, you have learned:

1. How to describe the four cornerstones of diversity.
2. How to implement the four cornerstones of diversity.

Evaluation
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LESSON 3

Individual Differences

Topics Covered

- How to identify cultural differences.
- How to identify personality differences.
- How to identify generational differences.

Introduction

Each and every person on the planet is a unique individual. Each person has similarities and differences when compared to other individuals. There are certain differences that are more prominent within particular groups and learning these can help you work more cohesively as a team.

Evaluation
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3.1. Cultural Differences

People sometimes see the same situation in different ways due to cultural differences. Social customs and cultural differences can have a big impact in the workplace, whether it is in a team or interacting with clients.

These are some possible cultural differences to be aware of:

1. *Hand signals*: A good example of this is the hand signal in the U.S. for OK. This gesture means money to the Japanese, means zero to the French, and is a pretty big insult to Russians, Turks or Brazilians.
2. *Personal space*: Americans typically require more distance between them and the person they are speaking with.
3. *Calendar dates*: In the U.S. dates are written as month/date/year, whereas in Europe they are written as day/month/year.
4. *Holidays*: Different countries and different religions celebrate different holidays. Most companies try to work around the holiday needs of employees or clients.

5. *Context*: Cultures with low context prefer more up front, explicit conversations. High context cultures typically expect more indirect communication. These are easily misunderstood cultural differences that can cause issues in the workplace.
6. *Multi-tasking*: Certain cultures prefer to only do one task at a time and focus on one thing without interruptions. American culture typically embraces more multi-tasking. Managers of different cultures must be aware of these differences and harness the benefits of both types of people.

Although no individual fits into any one box or description perfectly, there are customs associated with different cultures. No one should be judged or discriminated against because of these differences. Increasing awareness of cultural differences can make for better working relationships and a more successful team.

Exercise 10: Understanding Cultural Differences

 10 to 15 minutes

Answer the following questions.

1. In a situation where you are working with someone from another culture, what would you do if they used a hand signal which you found to be offensive?
2. If you were managing a team with employees from different countries and different religious beliefs, how should you schedule vacation time?
3. A culture that expects more indirect communication is what?
 - A. High Context
 - B. Low Context
4. There are cultures that value multi-tasking abilities, and there are cultures that prefer to focus on doing one thing at a time without interruption. Which type would Americans typically fall under?
 - A. Focused, one task at a time
 - B. Multi-tasking
5. Can you think of a time when you were misunderstood or you misunderstood someone else due to cultural differences? Reflect on this experience.

Solution

1. The best thing to do is to assume that you may be wrong about the meaning and ask the person who used the hand signal what they meant. You could learn something new and you won't risk making a big mistake.
2. Respect your employees by asking them about vacation/holiday time ahead of time so if there are conflicts they can decide what days off are most important.
3. A. High Context
4. B. Multi-Tasking

*

3.2. Personality Differences

There are many personality tests currently used in the business world. Here are a few examples:

- The Myers Briggs Type Indicator
- The DiSC Test
- The Five Factor Personality Inventory
- The Strength Deployment Inventory
- The Newcastle Personality Assessor

Some of these place individuals in particular quadrants and explain strengths and weaknesses of each personality type. Some tests compare each person to an animal or label people as colors. As gimmicky as this may sound, this is a way for people to relate to each other and be more aware of similarities and differences. People who take these tests also receive information on which personality types work best together and possible scenarios that require more work to overcome personality differences.

Descriptions of different personality styles, along with suggestions for managing individuals with each personality style, follow:

1. Dominant / Leader
 - A. Some individuals need to be in control no matter what the situation is. Every project needs a leader to take action and move things forward.
 - B. It may be beneficial to give a co-worker with this personality style more authority when possible.

- C. Manage these individuals with a more hands-off approach to make it appear that they are in control.

2. Planner / Thinker

- A. These individuals prefer taking time to analyze data and think things through.
- B. They prefer working with facts and need organization.
- C. Manage these individuals by giving deadlines and exact details of what is expected.

3. Creative / Innovator

- A. These individuals like to find new ways of doing things or improving processes.
- B. They prefer to be creative and test out new ideas.
- C. Manage these individuals with an open mind to new ideas and allow for a little extra creative time.

4. Communicator / Supporter

- A. These individuals are all about people. They value communication and the feelings of others.
- B. They prefer to work in teams and discuss projects thoroughly. They make sure to involve everyone's opinions.
- C. Manage these individuals with constant communication and keep them updated on their performance. Remember to value their feelings.

Most people do not fit into just one category, but if you listen and observe them, they typically lean more toward one or two of these styles.

There are many other terms that are used for different personality traits, but the point remains the same. People are different and each individual prefers to work a certain way. Understanding the benefits of each style and recognizing how to work together as a team can create a more productive and happier work environment.

Exercise 11: Understanding Personality Differences

 10 to 15 minutes

Answer the following questions.

1. True or False: Personality tests tell individuals how they can change to be more efficient at work.
2. What personality type prefers to work in teams and get everyone's opinions?
 - A. Leader
 - B. Thinker
 - C. Innovator
 - D. Supporter
3. What personality type should be managed by giving deadlines and exact details of what is expected?
 - A. Leader
 - B. Thinker
 - C. Innovator
 - D. Supporter
4. What personality type likes to find new ways of doing things or improving processes?
 - A. Leader
 - B. Thinker
 - C. Innovator
 - D. Supporter
5. Which personality style do you associate with? Do you find that you often have trouble working or communicating with people of a different personality style? Think about ways you might work or communicate better with these people in the future.

Evaluation
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Solution

1. False. You may make small changes from these personality tests, but the ultimate goal is to learn more about the way you are and how you work best with others who may or may not be like you.
 2. D. Supporter
 3. B. Thinker
 4. C. Innovator
-



3.3. Generational Differences

There are typically four different generations working together in a company. Generational differences in work styles can be beneficial, but can also cause conflicts when employees are not aware of how to interact with each other.

Researchers created age cohorts to analyze changes in views and understand how formative experiences shape a person's perspective

Here are the different generations that currently make up most of the workplace and just some of the events that helped to shape their generation:

1. Baby Boomers – Born between 1944-1964
 - A. Cuban Missile Crisis.
 - B. Martin Luther King assassination.
 - C. President Kennedy assassination.
 - D. Civil Rights Act of 1964.
 - E. Vietnam war.
 - F. Creation of National Organization for Women.
 - G. Creation of American Indian Movement.
 - H. The Lunar Landing
2. Generation X – Born between 1965 – 1980
 - A. Watergate Scandal.
 - B. Challenger disaster.
 - C. Iran hostage crisis.

- D. Stock market crash.
 - E. Fall of the Berlin Wall.
 - F. Rodney King riots.
 - G. 24-hour media and music videos.
 - H. Desert Storm.
 - I. Creation of personal computers.
3. Millennials / Generation Y- Born between 1981 and 1996
- A. September 11 and the rise of terrorism.
 - B. Obama election.
 - C. Columbine shooting.
 - D. Wars with Iraq and Afghanistan.
 - E. Housing crisis and recession.
 - F. Oklahoma City bombing.
4. Generation Z – Born between 1997 – 2020
- A. Development of social networks like Facebook and Twitter.
 - B. Global terrorism.
 - C. Creation of smart phones.
 - D. No Child Left Behind Act.
 - E. Cyberbullying.
 - F. Creation of Reality TV.
 - G. Black Lives Matter movement.
 - H. Coronavirus epidemic.

Each generation offers excellent qualities that we can all learn from. Many of the characteristics of one generation are similar to the characteristics of other generations. Be open to new ideas and new methodologies that work for all generations. Each person, each department, and each company must play their part to find a healthy balance for all generations.

Organizations can encourage collaboration and help employees gain value from other generations. Leaders can establish policies and practices that help to bridge the age gap in the workplace.

1. Focus on core values. Nearly all organizations have a mission statement and a list of core principles. These common values encourage alignment across generations.
2. Develop a mentoring program. Encouraging mentoring helps individuals to share experiences, learn from each other, and support one another.
3. Build multi-generational teams. When creating teams for your project, there are many factors to consider. Keep in mind the value of age diversity in a team.
4. Consider strengths and talents beyond experience. Generation Y has less experience than Baby Boomers, but individuals who are new to the workforce may infuse energy and a unique skillset into your work environment.
5. Create a conflict resolution plan. Age gaps can lead to differences in opinion and tensions. This can be mitigated with strategic processes to help individuals work through their differences. A good conflict resolution plan should have methods for employees to voice concerns and perspectives, and then steps that can be taken to manage their concerns and resolve the conflict.

3.4. Bridging the Age Gap

Organizations can encourage collaboration and help employees gain value from other generations. Leaders can establish policies and practices that help to bridge the age gap in the workplace.

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employees to voice concerns and perspectives, and then steps that can be taken to manage their concerns and resolve the conflict.

Exercise 12: Understanding Generational Differences

 10 to 15 minutes

Answer and think about the following questions.

1. Which generation were you born into? Which of the events listed in the lesson had the biggest impact on you? Why? Did this event have an impact on your professional career?
2. What opportunities exist in your workplace for you to connect with people of a different generation?
3. Are multiple generations represented at various levels of your company and across different teams? How can you encourage more multi-generational collaboration at your company?
4. Think about someone you know who you consider to have different characteristics than others of their generation. What makes them different? Does thinking about this person affect the way in which you think about others of this person's generation?

Conclusion

In this lesson, you have learned:

1. How to identify cultural differences.
2. How to identify personality differences.
3. How to identify generational differences.

LESSON 4

Diversity Obstacles

Topics Covered

- How to recognize stereotypes.
- How to recognize biases.
- How to confront negativity and overcome diversity obstacles.
- How to increase diversity awareness within the work environment.

Introduction

There are many diversity barriers in the workplace. This lesson discusses the negative effects of stereotypes and biases and how best to overcome these problems.

4.1. Stereotypes and Biases



Stereotypes and biases are everywhere in the world and they affect everyone. The first step in conquering these diversity obstacles is to be more aware of what stereotypes and biases are and how they affect our lives.

❖ 4.1.1. Stereotypes

A stereotype is a generalization about a person or group that can be positive or negative. Typically stereotypes are exaggerated descriptions that lump all people with certain characteristics into one group.

Everyone uses stereotypes and sometimes, even without wanting to, we form opinions of people based on stereotypes. Making assumptions about other people prevents us from appreciating the unique ideas each person has to offer.

Examples of stereotypes:

1. Women are more emotional than men.

2. New Yorkers are always in a rush.
3. People who wear glasses are smart.
4. Men are insensitive.
5. Athletes are not career oriented.
6. Senior don't want to learn new technologies.

In a popular TED Talk entitled The Danger of a Single Story, Chimamanda Adichie explains why stereotypes cause problems.

Adichie shares anecdote from her life to illustrate the danger of stereotypes. She explains how the "single story" is made of the decisions and assumptions that we create before we truly know a person.

Here is an excerpt from her talk:

I left Nigeria to go to a university in the United States. I was 19. My American roommate was shocked by me. She asked where I had learned to speak English so well and was confused when I told her that Nigeria happened to have English as its official language. She asked if she could listen to what she called my "tribal music" and was consequently very disappointed when I produced my tape of Mariah Carey.

She assumed I did not know how to use a stove.

Only hearing a single story of another person, culture, country, religion, etc. leads to misunderstanding and missed opportunity. Adichie says, "The single story creates stereotypes and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."

See her full talk at http://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story

❖ 4.1.2. Bias

Biases can be positive or negative but generally mean that someone has a personal preference. A person can be biased toward certain political beliefs, certain cultures, certain races, or any type of characteristic or ideology.

Typically past experiences form biases. If you have a positive memory of working with a certain type of person, you are inclined to believe another person with similar attributes will be good to work with. The same is true with negative memory associations.

It is normal for people to have biases and preferences, but these become a problem when someone allows their biases and preferences to interfere with their ability to make impartial, objective decisions.

❖ 4.1.3. Unconscious Bias

Sometimes we are not fully aware of our own biases. This is called unconscious bias. Once we are aware that the bias exists, we can proactively address it and take steps to overcome it.

There are tools available to help you discover your unconscious biases. Harvard's Implicit Website <https://implicit.harvard.edu> lists a collection of tests that reveal your implicit social attitudes. These are thoughts and feelings that hide in our minds - beyond our own control or awareness. There are tests to explore your implicit attitudes about skin tone, sexuality, disability, religion, gender, and even presidents!

Exercise 13: Understanding Stereotypes and Biases: Review

 5 to 10 minutes

Answer the following questions.

1. True or False: Stereotypes are always negative.
2. How are biases typically formed?
 - A. From stereotypes.
 - B. By getting to know an individual.
 - C. From past experiences.
 - D. By watching the media.

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Solution

1. This is a trick question. People can use stereotypes with positive intentions. For example, saying that Indians are intelligent and good at math. This is a positive statement but still can have negative effects. It is better to compliment individuals on their excellent math skills, and not state that they are smart simply because of their race or culture.
2. C. From past experiences.

Exercise 14: Understanding Stereotypes and Biases: Applying the Concepts

 15 to 30 minutes

1. Try taking one or two of the tests at <https://implicit.harvard.edu>.
2. Were you surprised by the results? Why or why not?



4.2. Confront Stereotypes and Biases

People are faced with stereotyping every day. Sometimes they are the victim of stereotyping and sometimes they witness co-workers or other people they know being stereotyped. At times it is necessary to confront people who use stereotypes or make prejudiced comments.

Whether or not you confront someone else's behavior, everyone can benefit from being aware of and confronting their own biases.

Try the following exercise when you meet someone new:

1. Ask yourself what first impressions come to mind.
 - A. Do you think this person is intelligent? Why or why not?
 - B. Do you think this person is a hard worker? Why or why not?
2. Are you reminded of someone else you know from a past experience?
 - A. If so, is this a positive or negative memory?
 - B. Because of this memory, do you feel more or less likely to trust this person?

After answering these questions helps us see how our own stereotyping and biases may affect how we view people. Once aware of a possible bias, it is easier to confront the issue and try to make a more objective decision.

Exercise 15: Understanding How to Confront Stereotypes and Biases

 5 to 10 minutes

Answer the following questions.

1. True or False: Confronting stereotypes and biases means speaking up to co-workers or others who use these behaviors, and also means recognizing your own tendencies and confronting your own behavior.
2. True or False: Once you are aware of a possible bias, it is harder to be open-minded when you meet new people because you are constantly thinking about your bias.

Solution

1. True.
2. False. It is actually easier to confront the issue and try to make a more objective decision once you are aware of your own biases.

*

4.3. Overcome Obstacles and Increase Diversity Awareness

It is obvious that stereotypes and biases are diversity obstacles, but it is not so simple to overcome them. It would be impossible to expect people to not have biases. The best way to overcome these obstacles is to increase diversity awareness:

1. In the workplace.
2. In our daily lives.

One way to increase awareness in the workplace is for a company to create a diversity policy and make sure all employees know and understand it. This includes diversity training and having resources available for questions, as well as making it clear how and to whom issues should be escalated when necessary.

In order to increase diversity awareness, employees need to recognize the benefits of having a diverse workforce. Getting to know themselves and the people they work with is a big part of this. Companies often train employees on tasks or job-specific skills. Taking the time to train employees and teams to really know and understand each other is just as important.

Employees also need to be invited and encouraged to help change the business culture. If a company wants a diverse workplace, just hiring diverse people is not enough. The whole business culture must change and it starts by getting the employees involved and giving everyone responsibility.

Exercise 16: Understanding How to Overcome Obstacles

 10 to 15 minutes

Answer the following questions.

1. True or False: Employees need to learn how to ignore stereotypes and biases so they no longer exist.
2. Which if the following is NOT a good way to increase diversity awareness in the workplace?
A. Create a policy.
B. Require diversity training.
C. Have resources available for employee questions.
D. Hire people from different cultures and expect employees to get used to it.
3. Why is hiring a diverse workforce not enough to promote diversity?

Solution

1. False. It is impossible to expect people not to have biases and trying to ignore them does not solve the problem.
2. D. Hire people from different cultures and expect employees to get used to it.
3. The whole business culture must change, not just the people. It starts by getting the employees involved and giving everyone responsibility. Showing the benefits of diversity and allowing employees to really know and understand each other is very important.

Conclusion

In this lesson, you have learned:

1. How to recognize stereotypes.
2. How to recognize biases.
3. How to confront negativity and overcome diversity obstacles.

Evaluation
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LESSON 5

Communication

Topics Covered

- How to communicate more effectively in a diverse work environment.
- How to use active listening techniques.
- The importance of nonverbal communication skills.
- The importance of speaking with intent and accurately conveying the message.

Introduction

Communication is a key ingredient in a successfully diverse work environment. Often people do not understand those who are different from them because they simply do not listen and communicate effectively. This lesson explains how to use active listening, nonverbal communication, and speaking with intent to accurately convey your message and better understand others.



5.1. Active Listening

Listening is an essential skill to have, but also one of the most difficult to master. It should be simple, but so often we think about what we will say next in a conversation rather than actually listening to what our counterpart is saying.

Listening skills have a direct impact on effectiveness at work. They affect relationships with co-workers and managers. Diversity in the workplace often makes listening more difficult, but also more important.

Successful communication establishes common ground and understanding between people, even if that understanding is agreeing to disagree. Active listening is a structured communication technique that can help minimize misunderstandings, promote cooperation, and improve team relationships.

❖ 5.1.1. Active Listening Basic Steps

1. The speaker talks to the listener.
2. The listener listens without speaking and gives the speaker his or her full attention without distraction.
3. Once the speaker is done, the listener tells the speaker what he or she heard by restating the information in his or her own words. This confirms understanding between the speaker and listener.
4. Then the roles switch and the listener becomes the speaker and the speaker becomes the listener.

❖ 5.1.2. Elements of Active Listening

1. Comprehension: Determine the meaning of statements using context.
2. Retention: Remember what is said. While you listen to the speaker you place pieces of the conversation that you label as important in a box. Remembering every detail is impossible, and sometimes what you believe is important will not match the speaker's intentions. The key to retention is restating back to the speaker and confirming the intent.
3. Response: During the conversation it is important to give non-verbal responses that show the speaker that you are listening. The speaker uses these cues to determine if the message is being accurately received so he or she can make adjustments if necessary. After the speaker is done, paraphrase what you heard and come to a shared understanding.

Exercise 17: Understanding Active Listening

 15 to 20 minutes

Answer the following questions.

1. Using active listening, what does the listener do after the speaker is finished talking?
 - A. Then it is the listener's turn to talk.
 - B. The listener repeats what the speaker said word for word.
 - C. The listener restates what the speaker said in his or her own words to confirm that he or she understood.
 - D. The listener sits quietly and waits for the speaker to invite him or her to speak.
2. Which of the following is not one of the elements of active listening?
 - A. Collaboration
 - B. Comprehension
 - C. Retention
 - D. Response
3. Sherry goes into Tom's office and begins telling him about a concern she has regarding their project. Tom acknowledges her and tells her to sit down and explain the issues. He continues reading his email while she is talking. Once she is finished speaking, he thanks her for letting him know and tells her he'll look into it. **Did Tom use active listening? If not, what did he do wrong?**
4. Scott comes to you to talk about a problem he is having with a co-worker. He says: "I can't work with Carl. He's overly critical and complains about everything I do. I've tried making changes and I feel like I'm working really hard, but nothing seems to make a difference with him. We have this deadline coming up and he hasn't done any work because he spends all of his time criticizing me." After actively listening to Scott, how would you respond to him to check for understanding and to show Scott that he was heard?
5. Pair up with another person and take turns telling each other something you have done or thought about recently, and actively listening to each other. The more meaningful the topic you choose, the better. After you have both taken a turn,

discuss your experience. Remember to use your listening skills throughout the conversation.

Evaluation
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Solution

1. C. The listener restates what the speaker said in his or her own words to confirm that he or she understood.
2. A. Collaboration
3. This is not active listening because Tom is not giving Sherry his full attention. He also did not restate her message to confirm his understanding. This is probably because he was too distracted to actually remember what she told him.
4. This could be stated in different ways, but a good example would be: "Scott, I hear you telling me that you are frustrated with Carl because he is overly critical and not pulling his own weight on the project. Is that correct?"



5.2. Nonverbal Communication

Nonverbal communication is important in active listening and every day interactions. Most people are familiar with viewing and using body language and hand signals in their own culture. In a work environment that wants to promote diversity it is important to be aware of other possible meanings. This also reinforces the importance of active listening to confirm your understanding with the speaker's intent.

Nonverbal cues include:

1. Eye contact.
2. Facial expressions.
3. Body language.
4. Hand signals.
5. Silence.
6. Personal space.

Many of these cues lack meaning without context. Verbal and nonverbal communication go together and the participants must listen to both to be successful.

❖ 5.2.1. Body Language

Body language can be intentional or unintentional, but both convey meaning to the receiver. Be aware when reading other people, but also be aware of the messages you convey in your own body language.

Examples of Body Language

Remember, the same action can have different meanings in different situations.

1. Nods head: Person is engaged and listening.
2. Crosses arms: Person may be frustrated or disagree.
3. Checks the time: Person is thinking about something else or bored.
4. Rolls eyes: Person disagrees and does not respect the speaker.

Examples of Cultural Differences in Body Language

1. Eye contact: In some cultures eye contact is disrespectful, while other cultures see eye contact as a sign of communicating effectively. There are some who use brief eye contact and others intensely stare.
2. Nodding head side to side instead of front to back: These signals look different but can mean the same thing. Depending on the culture, both can be a sign of agreement.
3. Handshakes: In the US you often use a firm handshake with a few brief shakes and then release. Some cultures use a longer handshake that includes a left-handed elbow touch. Some cultures use a limp handshake and some believe a firm handshake is a sign of aggression. Also, some cultures do not allow shaking hands with women.
4. Personal space: Some cultures find it normal to stand extremely close when talking. Others prefer a much larger buffer between people.
5. Touching: In many Latin cultures, touching is very normal in conversations. Many other cultures will find any kind of touching offensive. It is typically best to refrain from touching in the workplace.

Be aware of these cultural differences and be willing to temporarily adapt when necessary. Do not assume that different people will understand your body language. If there is any question, check for understanding and confirm the correct message was received.

❖ 5.2.2. Signals

Hand signals and gestures are dangerous forms of nonverbal communication because there are so many variations specific to different cultures. The best policy is to avoid using them as much as possible and also be aware of different possible meanings if someone uses a signal with you.

Examples of Hand Signals

1. Beckon: In the US people often use the index finger, but this is considered insulting in other cultures. Many countries use the whole hand, palm down, waving.
2. Thumbs-up: In the US this is typically a positive signal telling someone good job or that something is ready to go. In many other parts of the world this is an insult similar to the middle finger.
3. Two fingers or V: If the palm is facing out this generally means victory, or peace, or stating the number two. In many cultures if you face the palm in you are insulting someone.

There are many other hand signals and gestures around the world. Knowing that they exist and being aware of different variations is important. Be careful how you use signals and also how you interpret them from others.

Nonverbal skills are important in the workplace. In diverse situations it is even more important to be aware of your nonverbal cues. Continually observe your listener's nonverbal behavior to make sure they are engaged and are understanding your message.

Exercise 18: Understanding Nonverbal Communication

 10 to 15 minutes

Answer the following questions.

1. True or False: If you do not know what a particular nonverbal cue means it is best to ignore it and only listen to the verbal communication.
2. If a person crosses his or her arms during a conversation what does it mean?
 - A. He or she is frustrated.
 - B. He or she is cold.
 - C. He or she is interested.
 - D. Any of the above.
3. If someone gives you a thumbs up hand signal and smiles what does it probably mean?
 - A. Good job.
 - B. Come here.
 - C. Victory!
4. Can you think of a time you misunderstood someone else's nonverbal communication? Reflect on your experience.

Solution

1. False. If you are unsure of the meaning of a nonverbal cue, ask and learn something new. Never assume or ignore something that clearly has a meaning.
2. D. Any of these answers could be correct. Body language means nothing without knowing the context of the conversation and reading other nonverbal cues like facial expressions. There are no absolute answers with nonverbal communication, so try not to assume.
3. The best answer is A. Good job. Since they are smiling they are probably not giving you an insult, but you never know.

*

5.3. Speaking with Intent

Expressing intent when speaking is sometimes difficult to master. We live in a world that uses sarcasm, manipulation, and ridicule in normal everyday conversations. We need to remove these elements from our work conversations and accurately communicate feelings and ideas so our audience properly understands the message.

This does not mean that you should say anything and everything that is on your mind. To speak with intent also means to speak with integrity and respect others.

Successful communication is essential in diverse work environments. A successful conversation is one in which both sides come away with the same understanding. If you do not accurately explain your intent, another person from a different culture or background may misinterpret the message.

If your intentions are good, even a confrontational message can have a positive outcome. The same message delivered with malicious intent will be met with hostility and backlash.

Exercise 19: Understanding How to Speak with Intent

 5 to 10 minutes

Answer the following questions.

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1. True or False; To speak with intent also means to speak with integrity and respect others.
 2. You want to tell a co-worker that his or her spelling in a particular document is terrible and it must be fixed prior to giving it to upper management. If your intent is to help your co-worker, what would be the best way to address this?

Solution

1. True.
2. A good example of how to tell your co-worker about the spelling errors with positive intent would be: "This document is for upper management and I want them to see all of your good ideas without being distracted by spelling issues. Why don't you go through it again and make sure all the words are correctly spelled so it represents you properly."

Conclusion

Evaluation
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In this lesson, you have learned:

1. How to communicate more effectively in a diverse work environment.
2. How to use active listening techniques.
3. The importance of non-verbal communication skills.
4. The importance of speaking with intent and accurately conveying the message.

LESSON 6

Diversity Discrimination

Topics Covered

- Prevention methods for diversity discrimination.
- How to identify diversity discrimination.
- How to report diversity discrimination.

Introduction

Discrimination comes in many forms and it is essential to stop harassment and discrimination immediately. Preventing discrimination before it occurs is even better. This lesson describes how to help prevent discrimination, how to identify discrimination when it occurs, and how to report discrimination.

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6.1. Prevention

The best way to handle diversity discrimination is to prevent it from occurring in the first place. Education and proper anti-discrimination policies are important ways to support prevention.

1. Promote tolerance and diversity awareness. Show employees the benefits of a diverse workplace.
 - A. A diverse team offers more opinions and ideas that create more opportunities for success.
 - B. People with different ways of thinking provide more solutions when problems arise.
 - C. Diverse groups enhance creativity within the team and encourage innovation.
 - D. A diverse team helps create a stronger, more intelligent team that learns from each other.
2. Enforce a strict policy against discrimination.

- A. Make sure the policy clearly defines appropriate and inappropriate behavior and that employees clearly understand the policy.
 - B. Make sure all employees know who to contact with questions or to file a complaint.
 - C. Take appropriate action when a complaint is made.
3. Implement Diversity Training. Educate employees on the effects of discrimination and harassment. There are many ways to provide diversity training.
- A. Short webinars and guest speakers can introduce DEI topics in bite-sized pieces.
 - B. Share books and articles that prove the case for diversity.
 - C. Host a live workshop to bring everyone together to commit to DEI goals.
 - D. Online video courses are available from top DEI experts and allow employees to complete the training on their own schedule.

Exercise 20: Understanding How to Prevent Diversity Discrimination

 5 to 10 minutes

Answer the following questions.

1. All of the following are benefits of a diverse workplace except which one?
 - A. More opinions and ideas.
 - B. More solutions.
 - C. Better food choices at the company potluck.
 - D. More creativity.
 - E. Stronger, more intelligent team that learns from each other.
2. Why is it important that a company take appropriate action when a complaint is made?
3. Can you think of something your current employer or a past employer did that was helpful with respect to preventing diversity discrimination? Reflect on this experience.

Solution

1. C. Better food choices at the company potluck. Although this might be true in certain situations, it would be a stereotype and has nothing to do with working at a company.
2. If employees contact HR, and nothing is resolved, they will not trust the company to take action in the future. The next time an incident occurs they will either ignore it, quit their job, or file a lawsuit.



6.2. Identifying Diversity Discrimination

Like other forms of harassment, diversity discrimination is illegal. Employment discrimination violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 (ADEA), or the Americans with Disabilities Act of 1990 (ADA).

The Equal Employment Opportunity Commission (EEOC) <http://www.eeoc.gov/laws/practices/harassment.cfm> states:

"Harassment is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information."

This means that all members of diverse groups are protected against discrimination and harassment.

❖ 6.2.1. Harassment Offensive Actions

Indirect Harassment

Indirect offensive actions include offensive jokes or pictures in the workplace. This could be an email or a poster in a cubicle that makes people uncomfortable. Often offenders will quickly stop the behavior if told that it is offending others.

Direct Harassment

Direct offensive actions include name calling, insults, and mockery. This behavior is intentional and targets an individual or group.

Threats and physical assault are more severe examples of direct offensive actions. These actions are intentional with a direct targeted victim or victims. This behavior needs to be reported immediately, even if there is only one occurrence.

❖ 6.2.2. Discrimination Offensive Actions

It is illegal to deny a person a job, promotion, raise, or any work benefit based on race, religion, sex, national origin, age, or disability.

There are certain diversity characteristics or groups that may not be legally protected, but a company can still protect their employees from harassment and discrimination of all kinds.

Exercise 21: Understanding How to Identify Discrimination

 10 to 15 minutes

Answer the following questions.

1. Which of the following is NOT one of the classes protected by harassment laws?
 - A. Race
 - B. Religion
 - C. Age
 - D. Disability
 - E. National Origin
 - F. Marital status
 - G. Genetic Information
 - H. Sex
2. Which of the following is an offensive harassment action?
 - A. A joke is sent through personal email that makes fun of certain races. An employee shares the joke with a few of his co-workers.
 - B. A woman has a calendar hung up in her cubicle with pictures of firemen with limited clothing.
 - C. A co-worker threatens an Asian employee because he feels that he was laid-off because the company needed an Asian employee to meet their quota.
 - D. All of the above.
3. Which of the following is NOT a discrimination offensive action?
 - A. A hiring manager chooses not to hire a candidate because she is a blonde woman.
 - B. A supervisor gives the male employees higher raises than the female employees.
 - C. A supervisor gives a promotion to an employee that is the oldest on the team and has the most experience and is the most qualified person on the team.

Solution

1. F. Marital Status
2. D. All of the Above
3. C. The employee received the promotion because he or she was the most qualified candidate, not because of his or her age.



6.3. Taking Action against Diversity Discrimination

All employees should be encouraged to intervene if they witness discrimination. Bystanders are those who witness an event, but do not participate in it. Bystanders can use specific strategies to intervene if they witness discrimination or bullying. If you or someone you know at work is a victim of discrimination or harassment, it is time to act. Follow these steps:

1. Define: State the offense and why it might be a problem.
2. Interrupt: Tell the harasser to stop. Whether you are the victim, a bystander, or a manager, approach the person directly and explain that their behavior is unacceptable. In certain situations, direct conversation is not easy or possible. Writing a letter or email is perfectly acceptable. Make sure to keep a copy of the letter.
3. Record: Write down and details about the incidents including dates and times. If there are multiple incidents, explain each in detail. Write down if there were any witnesses and who was involved. Keep a record of any time you report an incident and any communications you have.
4. Support: Publicly defend the victim and let them know they have allies.
5. Defuse: Bystanders can attempt to calm the individuals involved and encourage productive respectful dialog.
6. Report: Reach out to colleagues, human resources, or leadership for help in the moment, or report the incident after the event.

If you do not get a timely or helpful response from your company, you can contact the EEOC (Equal Employment Opportunity Commission) to file a formal complaint. Hopefully it is unnecessary, but after this step you can decide to take legal action and sue the company.

Exercise 22: Understanding How to Take Action

 10 to 15 minutes

Answer the following questions.

1. What should a victim or witness do if they do not feel comfortable telling a harasser face to face to stop what they are doing?
 - A. Write a letter
 - B. Have a co-worker confront the harasser
 - C. Ignore the harasser
 - D. Contact Human Resources
2. True or False: The victim and any witnesses should keep a record of any details related to the harassment or discrimination.
3. If you do not get a timely or helpful response from your company after reporting an incident, who should you contact?
4. Have you ever experienced or witnessed diversity discrimination at work? If so, how was it handled? Reflect on this experience. What was handled well and what could have been handled better?

Solution

1. A. or D. Depending on the situation, the best option is to write a letter or to contact Human Resources.
2. True. Keep copies of any email or letters and document any dates, times and details.
3. The EEOC (Equal Employment Opportunity Commission).

Conclusion

Evaluation
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In this lesson, you have learned:

1. Prevention methods for diversity discrimination.
2. How to identify diversity discrimination.
3. How to report diversity discrimination.

LESSON 7

Diversity Leadership

Topics Covered

- How to manage diversity discrimination.
- How to encourage diversity within a team.
- How to create a successful and diverse team.

Introduction

Managers and employees can all be diversity leaders. The more people working together to embrace different thoughts and ideas, the more successful a company can be. This lesson offers suggestions on how to manage discrimination, encourage a positive environment, and lead a successful team through the use of diversity.

Evaluation
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7.1. Leading Employees through the Change Process

Managers must learn to promote change instead of forcing it upon their employees. A manager who is perceived to be forcing unwanted changes upon his or her employees creates an environment of resentment and resistance. the harder you push change upon people, the harder they push back. Work together with your employees and you will see a much more positive and successful transition.

❖ 7.1.1. Getting Ready for Change

You may be ready to launch a diversity initiative within your organization, but your ideas must be introduced strategically if they are going to be adopted by others. Here are ways to promote change before starting the process.

1. When possible, demonstrate the changes in process or behavior yourself so your employees can see the benefit. It is helpful for an employees to see a manager lead by example instead of being told what to do. This creates a collaborative team environment.

2. Listen to the concerns of employees who oppose the change and address them in a positive way. Use these opinions as opportunities to show how beneficial the change can be.
3. Team up and share ideas with other individuals who support the change. Together you can come up with more ways to encourage employees to see the change in a positive light and follow your lead.

❖ 7.1.2. Understanding Your Team

Before beginning the change process it is helpful to evaluate your team and to classify employees by their level of change acceptance.

1. Identify which employees like change and welcome it with enthusiasm.
2. Identify which employees are uncomfortable or threatened by change.
3. Identify which employees accept change once they understand and agree with the reason for the change. These individuals generally support the company and want to see it succeed.

Create an action plan for each group and focus on what each individual needs to make the change successful.

❖ 7.1.3. Implementing Change

When implementing changes, it is important to:

1. Explain to your employees the reasons for making the change and what the desired outcome will look like. Continue to communicate and move forward as a team.
2. Keep your employees engaged in the change process:
 - A. Explain to each individual their part in the change process and how the outcome will affect them personally.
 - B. Assign roles and tasks so employees feel like they are part of the change process.
 - C. Stay connected with your employees and hold meetings to discuss progress and any obstacles or concerns that your employees have.
 - D. Make the change process as quick and painless as possible. Do not let the transition become drawn out and lose momentum.
3. Celebrate milestones and reward employees upon a successful transition. Make sure your employees feel appreciated.

4. After the change is implemented, ensure that it is continually supported and the company remains committed to the change that was put in place. If employees spend time and energy putting a change in place and shortly after find that it is no longer important, it will be harder to get their support the next time you wish to implement a change.

The most important thing to remember is the importance of involving your employees in the change process. You will see more motivated employees and a more successful transition when employees feel included.



7.2. Supportive Leadership: Encouraging Inclusion

Supportive leadership is a type of leadership in which managers work to get the most out of their employees by ensuring their employees feel valued and by creating a positive environment in which their employees listen to and respect each other, thus maximizing each individual employee's ability to contribute to the team. While the degree to which supportive leadership is effective varies by organization, all managers should at least be familiar with the concept and practice of supportive leadership to some extent.

❖ 7.2.1. Advocating Employee Ideas

A good idea cannot evolve if it is not heard by the right person. It needs someone with the power to make a change and put the idea into action. As a supportive manager, it is your responsibility to take the ideas given to you by your employees and give them the proper voice and the attention they deserve.

In order to get our employees to share their ideas with you, you will need to gain their respect and trust. Supportive leaders:

1. Give fewer orders and make fewer demands. Instead, they give their employees responsibility and tools to be self-proficient.
2. Respect their employees' opinions and regularly ask for input. Their employees respond because they trust their managers to back them and their ideas.
3. Get to know their employees as people, not just as employees.
4. Model polite, respectful, and considerate behavior.
5. Are willing to jump in and assist their employees when necessary.
6. Understand that employees learn differently and are patient when explaining things.

7. Evaluate employees fairly based on clear responsibilities and achievable goals.

Supportive leaders focus on three main areas:

1. Employee emotions.
2. Employee training.
3. Employee inclusion.

Employee Emotion

Supportive leaders consider the emotions of their employees when making managerial decisions. Employee emotions should not dictate your decisions, but you should always be aware of how a decision may affect the members of your team and any adverse effects that may follow.

Here are some suggested behaviors to be more successful in managing employee emotions.

1. Treat each of your employees as an individual and appreciate them for their individual talents.
2. Respect employee opinions and ideas.
3. Show empathy and support whenever needed whether the situation be work related or personal.

Employee Training

Training is another important way to make your employees feel supported and appreciated. Employees are much more efficient and motivated when they are given the proper training to perform their job. A skilled employee is also much more likely to provide educated solutions and new ideas for the team.

Here are some suggested behaviors to be more successful in managing employee training:

1. Be patient and thorough when providing instruction.
2. Give employees the opportunity to try new processes or responsibilities in a safe environment first.
3. Be aware of any gaps in skills and provide training opportunities in a timely manner.

Employee Inclusion

Employees want to feel like they make a difference. They want a partnership where their ideas count. Here are some suggested behaviors to be more successful in making employees feel included:

1. Ask your employees for input and opinions.
2. Show confidence in your employees.
3. Provide positive feedback when an employee offers an idea or contributes to the team.



7.3. Managing Diversity Discrimination

Managing diversity discrimination means that the supervisor must know how to handle discrimination and harassment complaints, but it also means knowing how to lead by example and prevent discrimination.

❖ 7.3.1. Handling Discrimination and Harassment Complaints

If you are a supervisor and an employee comes to you to report a harassment or discrimination incident, follow these steps:

1. Help the victim.
 - A. Explain that he or she is in a safe environment to discuss these issues and thank him or her for coming forward.
 - B. Let the victim know that he or she is safe and will be protected from any backlash from the accused harasser or others in the company.
 - C. Maintain confidentiality and do not speak of the incident to others besides human resources.
 - D. Listen and take detailed notes regarding the incident. Ask the victim if he or she has confronted the harasser yet and if he or she kept any records of the incidents.
2. Create a formal complaint or involve human resources.
 - A. Depending on your company policy, either involve human resources or create the formal complaint yourself.

- B. The formal complaint or grievance process includes interviewing the victim, witnesses, and the accused harasser.
- C. Maintain the victim's confidentiality.
- D. The ultimate goal of the complaint process is to protect the victim and stop the harassment.
- E. After the company has performed an investigation, make sure a suitable resolution was reached for your employee.

❖ 7.3.2. Lead By Example

Supervisors should:

- 1. Treat all employees equally and with respect.
- 2. Value each person's ideas and contributions to the team.
- 3. Support a collaborative environment.
- 4. Praise ingenuity.

Employees will be more likely to appreciate the benefits of a diverse team if they feel valued by and trust their supervisor. Employees can feel threatened by their different co-workers if supervisors do not manage the team properly.

Interrupt and stop any discriminatory comments or behavior you observe immediately. Make sure that your team knows that this type of behavior will not be tolerated.

Exercise 23: Understanding How to Manage Diversity Discrimination

 5 to 10 minutes

Answer the following questions.

1. If a victim tells a supervisor he or she is being harassed, what should the supervisor do first?
 - A. Tell the employee to call a lawyer.
 - B. Tell the employee that he or she is overreacting.
 - C. Tell the employee, "Sorry but HR is the only department that can help."
 - D. Help the employee by making him or her feel safe and by listening to the problem.
2. What are good ways for a supervisor to lead by example and prevent diversity discrimination?
 - A. Treat all of their employees equally.
 - B. Value each employee's contributions.
 - C. Stop discriminatory behavior immediately.
 - D. All of the above.
3. Have you ever had a supervisor who was especially good or bad at managing diversity discrimination? In what ways?

Solution

1. D. Help the employee
2. D. All of the above.

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7.4. Encouraging Diversity

Managers and employees are both responsible for the success of diversity in the workplace, but managers have the added responsibility of leading by example.

Here are some ideas to help managers encourage diversity:

1. Start a mentoring program pairing individuals with different skills together to learn from each other.
2. Teach your team about other cultures, which could include art, food, history, holidays, etc.
3. Offer classes or lectures specific to diversity.

There are many other ways to encourage diversity within the company. A positive attitude and a message of equality go a long way.

❖ 7.4.1. Common Pitfalls

When encouraging diversity in the workplace, managers should try to avoid the following common pitfalls:

1. No diversity discrimination policy in place, or weak policies.
2. Poor communication of the benefits of a diverse workforce, which can result in failing to get employee buy-in.
3. Lack of diversity training.
4. Management does not lead by example so employees see inconsistent messages.
 - A. The company as a whole should represent diversity. This means that individuals representing different cultures, ages, genders, and races have roles throughout the company at all levels.
5. Confusing affirmative action with diversity.

- A. Affirmative action is when a company gives special consideration to a specific gender, race, culture, or other group that has a history of discrimination. The company may hire or promote these individuals in order to encourage creativity and establish a positive and accepting company culture.
- B. A company with many different races may look diverse, but the company must also promote equity and inclusion to achieve the benefits of diversity.

People are naturally drawn toward individuals with similar traits. Embracing diversity is sometimes difficult. Managers must encourage employees to see diversity as a way to make the company stronger. In order to successfully convey this message, management must be educated in diversity and believe in the benefits themselves.

Exercise 24: Understanding How to Encourage Diversity

 10 to 15 minutes

Answer the following questions.

1. True or False: Encouraging diversity is the responsibility of managers and employees.
2. Why would a mentor program be a good way to encourage diversity in a team?
3. How does a company as a whole represent diversity?
4. If a company hires people from many different cultures and races, does that make it diverse? Why or why not?

Evaluation
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Solution

1. True
2. Pairing individuals with different skills together is a great way to learn from each other.
3. Individuals representing different cultures, ages, genders, and races must have roles throughout the company at all levels.
4. No. A company with many different races may look diverse, but if they all think the same then this is not diversity and does not bring the benefits of diversity.

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7.5. Creating a Successful and Diverse Team

Managing diversity is about valuing individuals and respecting what each individual brings to the team. It is not enough to acknowledge differences; you must promote an inclusive environment in order to create a successful team. Management must celebrate individual differences, not just tolerate them.

Creating a diverse team starts with hiring. Hiring based on skills is easy, but finding people with the right attitude who are open-minded and represent different ways of thinking is the key. It is much easier to teach someone new skills than to change his or her attitude.

Once you have a team in place, the manager's work begins. A diverse team left without effective management will struggle. Learning to work together as a cohesive unit takes time and energy and someone must lead the team to success.

The following are suggested techniques for successfully managing a diverse team:

1. Make sure that your employees feel valued and included in business strategy. Employees who feel appreciated are more likely to contribute more and care about a company's success.
2. Get to know each of your employees as an individual. Recognize his or her unique talents and abilities.
3. Provide employees with clear, measurable responsibilities and objectives. Employees need to understand what is expected of them. They should be evaluated fairly based on their work, not on stereotypes or subjective opinions.

4. Communicate with each employee by giving both positive and constructive feedback on a regular basis. Do not give people who are different from you an easier or harder time.
5. Your policies and rules should be consistent and fair to all employees. There are no “unwritten rules” or unofficial practices which may favor certain individuals over others.
6. Assess your meeting techniques and management styles to make sure they work for everyone involved.
7. Create an open, safe work environment where each of your employees feels comfortable voicing opinions and sharing ideas. Make sure no one is ridiculed or bullied by other teammates or by you as the manager.
8. Be aware of the feelings and any tension within your team and intervene quickly.
9. Have a clear and consistent plan in place for conflict resolution.
10. Recognize that change is inevitable and embrace it.
11. Give each person opportunities to shine and grow.

Exercise 25: Understanding How to Create a Successful and Diverse Team

 10 to 15 minutes

Answer the following questions.

1. True or False: Management should tolerate individual differences so employees will see the benefit of diversity and acknowledge these differences.
2. True or False: It is better to hire based purely on appropriate skills because it is easy to train someone to be open-minded and embrace diversity.
3. Which of the following is NOT a suggested technique for successfully managing a diverse team?
 - A. Recognize each of your employee's unique talents and abilities.
 - B. Treat each of your employees fairly and equally.
 - C. Be aware of the feelings and any tension within your team and intervene quickly.
 - D. Require that each of your employees adapt to your meeting techniques and management styles.

Solution

1. False. Management must celebrate individual differences, not just tolerate them.
2. False. Finding people with the right attitude who are open-minded and represent different ways of thinking is the key. It is generally much easier to teach someone new skills than to change their attitude.
3. D. is not a suggested technique. You should assess your meeting techniques and management styles to make sure they work for everyone involved and adapt them as needed.

Evaluation
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Conclusion

In this lesson, you have learned:

1. How to manage diversity discrimination.
2. How to encourage diversity within a team.
3. How to create a successful and diverse team.